

School and Community



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In this issue:

Is Reading Half Taught?
Dramatizing An Arithmetic Trick
Improve Your School Dental Program

Why Ask For Trouble?

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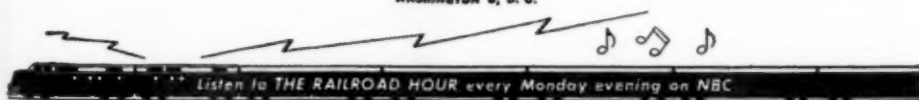
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School and Community

OFFICIAL PUBLICATION OF THE MISSOURI STATE TEACHERS ASSOCIATION

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OCTOBER, 1950

NO. 7

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EVERETT KEITH, EXECUTIVE SECRETARY

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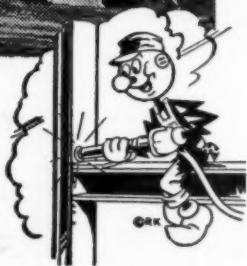
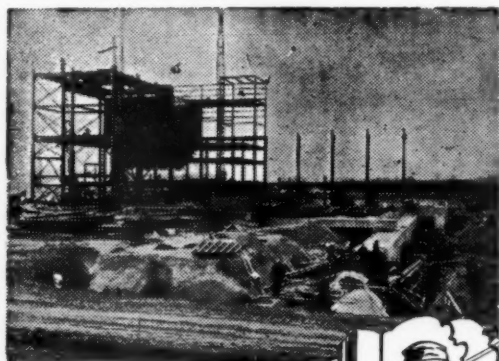
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OCTOBER, 1950

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More Power for Kansas City Area



There's plenty of electric power in the Kansas City area . . . and to make sure there is plenty in the future, Kansas City Power & Light Company is building Hawthorn Station. This new 132,000 kw steam-electric generating plant will boost the available supply of electricity in this area by more than 40 per cent. Hawthorn Station will insure plenty of dependable, low-cost electric power for industry and agriculture . . . for business expansion . . . for more jobs.

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LET'S SEE IT THROUGH

October Calendar For Action

Here are some activities on Amendment 1 members of the profession should be working on during October:

- Continue to get local organizations to endorse No. 1 and make announcement of these in local newspapers.
- Ask business firms to include a "good word" about No. 1 in their advertising.
- Make final arrangements with radio station for ten minute recording and schedule spot announcements for use on days immediately preceding November 7.
- See that placards are placed in business windows and displayed starting October 15.
- Board members should write letters of support for use in "Letter Box" of local newspaper.
- Appoint committees for Community Canvass, Telephone, Transportation and Poll Workers.
- Board members should send letter to patrons seeking support of No. 1 (November 1).
- Have Amendment explained and literature available to all Veterans' classes and adult education groups.
- Mail postal cards to at least 10 friends and relatives asking their support for No. 1 (October 31).
- Have students study Amendment No. 1 in appropriate classes.
- Ask ministers to include message about Amendment in Education Week Sermon Sunday, November 5.
- Check the Campaign Manual and finish any activities for September not yet completed.

OCTOBER, 1950

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Special Helps Available

THE significance of this observance increases each year along with new methods of interpretation. American Education Week has become the most outstanding period of the year for educational interpretation.

Observance of American Education Week need not be limited to large schools. As an example of the possibility for work in one and two teacher schools we recount the experience of the Elmira school last year.

The school employed two teachers, Mrs. Frances Lewis and Mrs. Helen Oliphant, to teach the thirty-six pupils enrolled. There were seventeen families represented in school, and during American Education Week members of fifteen school families visited the Elmira school. Other people of

the town visited making a total of twenty-seven visitors.

The national sponsors are National Education Association, The American Legion, National Congress of Parents and Teachers, and the Office of Education, FSA. The American College Public Relations Association is urging active cooperation by the institutions of higher learning.

A wide variety of special helps are available at nominal prices for the 1950 observance. Included are general planning helps, plays for pupils, audio-visual materials, radio recording and daily topic scripts, publicity mats, and leaflets on different subjects. For a list of these helps write direct to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Is Reading Half Taught?

J. V. COOPER, Superintendent, Van Buren

Of what importance is a rapid reading rate and a large vocabulary if the literary tastes are depressed to comic book level?

IN the full realization that such a statement will be considered by my colleagues as a symptom of arterio-sclerosis of the educational circulatory system I wish to cautiously advance the humble opinion that we have in some measure gone to seed in the business of teaching the mechanics of reading. I do not mean that there is some magic, inspirational formula that can be whispered into the pink ear of a squalling six year old after which one will need to step back quickly to avoid his rush for the library, but rather that, after we teach the mechanics of reading, we are not ready to turn out a finished product. There is much more to be done. Of what importance is a rapid reading rate and a large vocabulary if the literary tastes are depressed to the level of the comic book? We need to teach, not only the "how" about reading, but the "why" and "what."

What is Read?

With no wish to assess the blame as to why this is true I submit that few of the influences to which the child is subjected during his most formative years have reached the level of cultural advancement whereupon the individuals read because they like to. Few people in the average community read except those that are forced into it by the press of circumstances, as witness the Wednesday Study Club where a bevy of matrons of all ages sit around on straight chairs in acute discomfort and in an attitude of listening while some member drones over a book review quite adequate to kill the interest in any book. Or in the case of the male of the species observe the rush at the barber shop for the comic section while the editorial page lies fallow.

It has become recently fashionable among teachers to complain of having no

time for reading which statement is demonstrably untrue. It is observable that time is found for many other activities which are probably less profitable. I would consider the teacher a very busy one who did not have time to read at least one good book each week.

In the face of these unfavorable influences, for children are quick to see when adults do not like to read and to imitate them, we have only a few voices crying in the wilderness. Notable among this thin chorus is the man who has books to sell. He has probably read his own wares under pressure from the sales manager, and will have much good to say of them. Unfortunately these good people are nearly all dedicated to the service of reading mechanics.

The Publisher's Problem

The people who publish the books which would go to make up a general reading program have not yet awakened to the possibilities of the considerable market offered by the schools. They have no organized sales program slanted in this direction. There is no persuasive salesman to call upon the superintendent of the small and medium sized schools to sell him books to round out a reading program. He, being a peace loving and somnolent individual is likely to direct his spending toward the point from which the most noise is coming so that he may return to his slumbers. Consequently the part of the reading program which will provide pleasure and a fuller life suffers so that the mechanics may be taught better.

I wish to hasten back over the ground just covered and say that I am quite aware that the child must be taught the skills of reading and that certainly our numerous textbooks and their supplementary appa-

ratus are the best tools which have been devised for this business, but at the risk of becoming tedious I will repeat that the child will not read merely because he knows how. This phase of the program must be taught as well.

Another voice which is raised occasionally in support of inspirational reading is that of the high school English teacher. Unlike the swan whose voice is only heard at the end of his career, but like him in that it is all two frequently heard only once during the life of the teacher, when she is young and recently come from the College of Education she raises her voice (and her arms and eyes) to read Shelly, Byron, Keats, and others to a class of hard headed high school Juniors. When she has descended from the clouds and meets the vacant stares of her pupils, who probably

wonder what she was talking about, she is likely to be seized with an insane desire to bash in the heads of those in whose eyes she reads an abysmal depth of ignorance, but realizing that the results of such an act would be somewhat unpleasant she, with the applause of the administration and the reluctant assistance of her pupils, "takes the life of Wordsworth" at the next lesson. The consequences of this form of mayhem are much less immediately dreadful than those of her first contemplated murder. She is likely, however, to accuse her colleague over in the elementary school of not teaching the pupils to read, whereas they knew perfectly well how to read. They merely saw no advantage in it. The point which both have missed is that the business of teaching the child to read after he has the machinery with which to do so is a long and difficult process.

Special Message to Young Teachers

IF you are on the shady side of forty, you don't need to read this article but if you are on the sunny side of thirty, don't fail to read it all and think about it seriously.

Some of the younger members of the teaching profession seem to have a feeling that they do not need to carry income insurance. Let's look at the facts. Older teachers have lived long enough to learn that sickness and accidents often strike without warning and that they are no resisters of persons. Some of the younger members have never experienced a disabling accident or a serious sickness and, therefore, they are wholly unprepared for the suddenness with which these disasters strike.

Teachers who have been following the profession for many years may have had an opportunity to save some money and build up some cash reserve to carry them through periods of disability, but the younger teachers have not usually had time to accumulate such surplus and therefore they are more completely dependent upon the in-

stitution of insurance to provide for them that security which they have not yet been able to provide for themselves. In any event, the small premium on a good Group Plan of Accident and Sickness Income Protection is by far the cheapest and best way to provide money for the extra expenses during those payless days when sickness or accidents keep them from their employment—money that never needs to be paid back.

It is for these reasons that the Group Accident and Sickness Income Program, underwritten by Continental Casualty Company and sponsored by the Missouri State Teachers Association, should be especially appealing to the younger teachers. It gives them the opportunity to prove that they have good judgment.

It's smart to be thrifty and Group Insurance is the essence of thrift. Don't be penny-wise and pound-foolish. Don't let an unexpected disability catch you without surplus, without income and without insurance.

Campaigning for Amendment 1



Citizens Committee Named

A Citizens Committee composed of 91 citizens from the various municipalities in St. Louis County has been formed to work for the passage of Constitutional Amendment No. 1 according to Campaign Chairman Donald V. Zoerb.

One Way to Reach Rural Areas

Several leaders in the Amendment 1 campaign have been reaching a very important group of rural voters through the Veterans training program. Many schools have a Veterans program under way and the importance of placing correct information before this group of rural citizens is very significant. The instructor or a guest speaker can very well spend an entire session discussing Amendment 1 with the class.

Big Union Approves Amendment

The Greater Kansas City Industrial Union Council (CIO) recently endorsed Amendment 1. The Union adopted a resolution similar to that published in the Workers Manual. The resolution was signed by Mr. Joseph Welsh, recording secretary of the Council. This Council has more than 100,000 members in its organization and is the largest of its kind in Kansas City.

Effective Use of School Paper

The "Clayton Public School Bulletin" published by the Clayton Public Schools under the direction of Superintendent John L. Bracken made a very effective presentation of the case for Amendment 1 in the first issue of this school year.

An Idea for Advertising

Mr. Bruno Sendlein, chairman of the Citizens Committee for Amendment No. 1 in St. Louis City, has had mats made of the accompanying illustration and has been successful in getting many of the business firms in St. Louis City to include this in their advertisements. Sometimes advertisements will use this as many as two times.

For Good Schools
VOTE ☒ FOR
AMENDMENT 1

Okays Amendment

The Woman's City Club of Kansas City has endorsed Amendment 1 according to Mrs. John Thornberry, Chairman of the Education Committee.

CIO Stamps Approval

The Congress of Industrial Organization of Missouri unanimously approved on September 16, the endorsement of Amendment 1. As it now stands both powerful Labor groups in Missouri have approved the Amendment—the A. F. of L. having endorsed it some time ago.

For Amendment

The Boards of Education of all ten of the high school districts in Pemiscot County have formally approved Amendment No. 1. The schools include: Braggadocio, Bragg City, Caruthersville, Cooter, Deering, Hayti, Hayward, Holland, Steele, and Wardell.

Proposed Amendment to the Constitution of the Missouri State Teachers Association

To be voted upon by the Assembly of Delegates of the Missouri State Teachers Association in Kansas City, Missouri, November 15, 1950.

Note: Words to be deleted appear in brackets [] and additions are in bold face type.

Article XI—Dues

Amend Article XI, Section 2, Paragraph 2 to read as follows:

The District Associations, or Divisions, receiving funds from the State Association, shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District, **except the county of St. Charles;** the Central Missouri

Teachers College District, including all counties in said District, except Maries, Camden, Phelps, Pulaski and Osage; the Southeast Missouri Teachers College District, including all counties in said district except Gasconade, Franklin, Crawford, Dent, and St. Louis; the Southwest Missouri Teachers College District; the Northwest Missouri Teachers College District; the City of St. Louis; the [county] **counties of St. Louis and St. Charles;** the City of Kansas City; the City of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Camden, Crawford, Dent and Osage.

Amendment received from Mrs. Vivian K. Downs, President, St. Charles Community Teachers Association, June 24, 1950.

St. Charles County Asks to Join St. Louis County District

MRS. VIVIAN K. DOWNS, President, St. Charles Community Teachers Association

THE amendment above requests that St. Charles County, now a part of the Kirksville District of the State Teachers Association, be transferred to the St. Louis County District. The representatives of St. Charles County Community Teachers Associations have been in frequent consultation with the officials of the St. Louis County Association, and we have been assured by them that the requested transfer to the St. Louis County District will be not only acceptable but also desirable from the standpoint of the St. Louis County Association.

We submit the following reasons why such transfer would be desirable:

(1) The City of St. Charles and St. Charles County are essentially a part of the metropolitan area of St. Louis, and geographically and economically we are definitely identified with this area.

(2) The St. Charles schools have become closely identified with the St. Louis County schools in matters of participation in athletics, debate and music; in fact, in all other activities in which school systems of St. Louis County commonly participate.

(3) Our schools have had continued professional contact with the schools of St. Louis County and even though we are outside of the County of St. Louis, we have actively engaged in the professional activities of St. Louis County and enjoy a spirit of common identity with them. Because of geographical nearness to St. Louis County, we have been members of and have taken part in the County Teachers Meetings and other professional activities carried on by the St. Louis County Teachers. From time to time we have met our part of any financial obligations, either in form of regular enrollments or as special assessments.

(4) Because of the fact that St. Charles County is so far away from Kirksville it is not practical for our Teachers to attend the District Meeting at Kirksville. It is a little over two-hundred miles from the City of St. Charles to Kirksville, while it is less than twenty miles from the City of St. Charles to the center of St. Louis County, or that area in St. Louis County where the Teachers Associations are held. This difference in mileage is one of the

obvious reasons why St. Charles can participate to better advantage in St. Louis County than in the Kirksville District.

Having outlined the reasons for our desire to transfer, we want to acknowledge that the Kirksville Association, through its elected officials, has always been desirous of serving the interests and needs of St. Charles and St. Charles County. It has been a matter of great regret to us that we have not been able, because of the reasons mentioned above, to participate in and take advantage of the professional opportunities offered by the Kirksville Association. There is no criticism on our part,

and we have much praise for the splendid work carried on by the Kirksville Teachers Association. Our desires grow wholly out of that working relationship which we have established with St. Louis County in ways that we have enumerated above.

We respectfully request, therefore, that in consideration of the many advantages offered in becoming identified with the St. Louis County Teachers Association, a proper amendment be presented for the consideration of and the approval of the House of Delegates which will be officially assembled in Kansas City next November.

Would You Like to Help?

This is your invitation to contribute professional aid in the making of teachers examinations

THE State Department of Education would like to have a small amount of help from each of several hundred teachers—rural teachers, town elementary teachers, high school teachers, and college teachers.

Here is the situation. Each year the Department is responsible for preparing two sets of teachers examinations, each set consisting of 400 multiple choice questions. During the past three years these questions have been developed by State Department personnel and by college instructors. This year we hope to get help from hundreds of teachers. The examinations for which these questions are needed are given to elementary teachers, most of whom are in the second or third year of college work but are unable to qualify for the issuance or renewal of regular state certificates.

Any teacher who wishes to share in this project may do so and his or her help will be greatly appreciated. The specific subjects included in the examinations are: Grammar, Spelling, Writing, Children's Literature, Reading, American History, Government, Geography, Arithmetic, Science, Health, Agriculture, Art, Music, Play and Games, Methods of Teaching, Psychology, and Elementary School Organization and Management.

A Few Good Questions

Those teachers who wish to lend assistance should select one or two of the sub-

jects and prepare one to five questions or exercises in each subject selected. Here is a sample multiple choice exercise:

The Louisiana Territory was purchased from—

1. Spain
2. England
- (3.) France
4. Portugal
5. Netherlands

Each exercise should have 5 possible answers or conclusions, but only one of the choices should be correct. The test writer must make certain that one and only one of the answers is correct. The correct answer should be marked with a circle or parentheses around the number, as shown above. The general subject under which the questions belong should be indicated; see paragraph three above.

You are not asked to make many questions, but if you will make a few, or even one, your contribution will be of real value. If a wide response comes from this call for help we should be able to develop teachers examinations based upon what the teachers themselves think should be included in such examinations. Mail your questions to Irvin F. Coyle, Director of Teacher Education, Department of Education, Jefferson City, Missouri. No deadline has been set, but promptness of action will be most helpful.

Dramatizing An Arithmetic Trick

MARGARET F. WILLERDING, Ass't. Prof., Mathematics, Harris Teachers College, St. Louis

Showing pupils a short way to find a percentage grade from a fraction

THE scene is an empty corridor in the Brightside Junior High School. The bell rings. Voices are heard as classes are dismissed and children file into the halls. The children are all carrying a test paper that the teacher has just returned to them.

Jack: Gee, that was some test. How many did you get right, Ted?

Ted: Eight. How many did you get, Marion?

Marion: Seven. I thought the test was hard. How many did you get, Jack?

Jack: Nine, but did I ever study! Three hours.

Marion: What's the answer to the first problem?

Ted: \$6.42—I got that one right. Any-one have 4?

Jack: Yes, I have. Eighty-four square feet.

Marion: How did you get that? Wasn't that an area problem?

Jack: Yes. You were supposed to find the area of a rectangle.

Marion: I thought you found the area of a rectangle by multiplying length times width.

Ted: You do. The formula is right here on page 162. (He shows her the formula in the arithmetic book.) $A = lw$.

Marion: Well, the length was 4 yards and the width was 7 feet. The area must be . . . 7 times 4 . . . 28 square feet. That's just what I have.

Jack: Naw, that's all wrong. You can't multiply feet by yards. Miss Andrew says that's like adding apples and oranges and getting fruit salad.

Ted: So you can't. I made that same stupid mistake.

Marion: Then if you want an answer in square feet you have to change both dimensions to feet. Gosh, why didn't I remember that?

Ted: How many feet in a yard?

Jack: Three, Dope! Any third grader knows that.

Marion: Then 4 yards are 12 feet. The length of the rectangle is 12 feet.

Jack: You're SO right.

Ted: Then 12 times 7 is 84; so the answer is 84 square feet. Was that ever easy? How dumb can a guy get?

Marion: I only had seven problems right. I wonder if seven is passing.

Ted: Say, how do you figure your grade? Miss Andrews only wrote the number I had right on my paper.

Jack: On mine, too, Ted. I'd rather have a grade.

Marion: You must have the highest grade in the class, Jack, with nine right.

Ted: No, Marcella beat Jack. She had 10 right.

Jack: And Eddie had 11 right. He's a brain.

Marion: Eddie had 100% then, because there are only 11 problems.

Ted: That's right. There were only 11 problems. Why didn't she give ten problems? The grades are easy to figure out when there are ten questions on a test.

Jack: Yes, ten points for each problem right.

Marion: Or she could have given twenty—you have a better chance with twenty.

Ted: Why worry about ten or twenty? We only had eleven! How do you figure the grade when there are eleven problems on a test?

Marion: Let's see—I got 7 of the 11 problems right. Hmm . . . I have $7/11$ of the test right.

Jack: That's so. Then Ted had $8/11$ of the test right and I had $9/11$ of it right.

Marion: What I want to know is—is $7/11$ right passing? It's more than half right, but half right is only 50% and 50% isn't even close to passing.

Ted: I only had three wrong; so I think I passed. I wish I knew how to figure my grade.

Jack: How do you suppose Miss Andrews figures the grades? Teachers really make things hard for themselves.

Ted: Yea.

Marion: Maybe she knows a short way to find a percentage grade from those fractions. Miss Andrews is pretty sharp when it comes to short cuts in arithmetic.

Jack: Be careful. Here she comes. (Miss Andrews comes out of the classroom door. She smiles at the children.)

Miss Andrews: Hello. Are you waiting for me?

Jack: Well, not exactly.

Marion: We were just talking about our test papers. We . . . (she hesitates) . . . we were wondering how to find our grades.

Ted: Yes, Marion says you know a short cut for finding the test grades. Do you?

Miss Andrews: Why, yes, Ted, I do. Would you like to learn it?

Jack: I'll say we would. Short cuts always come in handy.

Miss A.: How many problems did you get right, Jack?

Jack: Nine.

Miss A.: How many problems were on the test?

Jack: Eleven.

Miss A.: What part of the test did you have right?

Jack: $9/11$.

Miss A.: That's right. The numerator of that fraction is 9, the denominator is 11. There is a magic arithmetic trick for changing fractions whose denominators are 11 to a percent. The magic number in this trick is 9. Remember 9, the magic number.

Ted: Gee, magic in arithmetic.

Miss A.: Subtract one from the numerator of the fraction you want to change to a percent, Jack.

Jack: Let's see. The numerator is 9. $9 - 1$ is 8.

Miss A.: Remember 8 because it is going to be the first digit in your grade. Now what number do you have to add to 8 to get the magic number 9?

Jack: Eight and one are 9. I have to add one to eight to get the magic number.

Miss A.: Then your grade is 81%.

Jack: Say, that's neat.

Marion: What's my grade? I had seven problems right. The fraction I use to find my grade is $7/11$. Now what?

Miss A.: Subtract one from the numerator of the fraction.

Marion: Seven take away one is 6; O.K., 6. Now the magic number comes in.

Miss A.: Yes, what must you add to six to get the magic number?

Marion: Six and three are 9; (dejectedly) gosh, my grade is only 63%.

Miss A.: That's alright, Marion, you'll do better on the next test. What's your grade, Ted?

Ted: I got eight right. I guess the fraction I use to find my grade is $8/11$.

Miss A.: That's right.

Ted: Eight minus one is 7; hm . . . , magic number 9; hm . . . ; seven and two are nine; 72—that's it, 72. Yippee, I passed.

Miss A.: My goodness, it's four o'clock already. I must be going. See you tomorrow. Good-night.

All: Good-night. (Miss Andrews leaves.)

Marion: See, I knew she knew a short cut to find those grades.

Ted: Yea, teachers are pretty sharp after all—some teachers, that is!



"Would you like to hear my part in the school concert, Dad?"



Making an Electrical Course Spark

SAM F. HALL, Clayton

An industrial arts publication on applied electricity issued last year by the State Department of Education gave us the necessary encouragement to offer an electrical course in the eighth grade industrial arts class at the Clayton Maryland school.

The boys learned to do the following things:

1. Read a wiring-diagram.
2. Make and solder wire splices.
3. Attach wire to equipment.
4. Connect dry cells.
5. Plan and construct simple electric circuits.
6. Connect plugs and sockets to various types of wire.
7. Read meter and figure costs.
8. Build various electrical devices.

The students gained the following knowledge:

1. Safety rules.
2. How to care for equipment.
3. Types of conductors.
4. Various uses of electricity.
5. Use of fuses.
6. Symbols used in electricity.
7. Characteristics of the magnetic field.
8. Construction of dry cells.

About the time the boys were completing this work in the Industrial Arts Shop, the eighth grade teacher, Miss Bertha Whittler, began the unit in science that has to do with electricity. The girls then became interested and, with encouragement from the boys, the whole room became an electrical laboratory.

Then from St. Louis came the announcement of the Third Annual Greater St. Louis Science Fair to be held at Washington University, which started a new enthusiasm, resulting in the class deciding to enter this fair with all the devices they had built during the year.

This class learned electricity from the theoretical side as well as the practical side. They read books, wound coils, attached wires, thus gaining a good background for future education in electricity all because the State Department published a good bulletin on electricity and made it available to all schools in Missouri.

The photographs were taken by Barry Hyken, an eighth grade student.

Win or Lose?

Anything accomplished that is worthwhile usually takes a lot of planning and work. This is true in the campaign for Amendment 1. There remains only about 30 days to complete a successful drive.



APPLICATION FOR HOTEL ACCOMMODATIONS

Missouri State Teachers Association Convention, Kansas City, Nov. 15-17, 1950

Whenever possible, arrangements should be made for occupancy of rooms accommodating two or more persons; only a limited number of single rooms are available.

SCHEDULE OF RATES

	For One Person	Double Bed	Twin Beds
Aladdin	\$3.00-\$7.00	\$4.50-\$10.00	\$6.00-\$12.00
Alcazar	\$2.50-\$3.00	\$3.00-\$4.00	\$2.00 each—4 people
Ambassador	\$3.00-\$4.50	\$3.50-\$5.50	\$4.00-\$5.50
Bellerive	\$4.50-\$7.00	\$7.00-\$10.00	\$8.00-\$11.00
Commonwealth	\$2.50-\$5.00	\$3.50-\$6.00	\$5.00-\$6.00
Continental	\$3.00-\$6.00	\$6.00-\$9.00	\$7.00-\$9.00
Dixon	\$2.50-\$3.00	\$3.50-\$5.00	\$5.50-\$8.50
LaSalle	\$2.50-\$3.50	\$3.50-\$4.50	\$5.00
Monroe	\$2.00-\$2.50	\$3.00-\$4.00	
Montrose	\$2.00-\$3.50	\$3.00-\$5.00	
Muehlebach	\$4.50-\$8.00	\$6.50-\$10.00	\$8.00-\$12.00
New Yorker	\$4.00-\$7.50	\$6.00-\$7.00	\$7.00-\$10.00
Phillips	\$3.50-\$6.00	\$5.50-\$8.00	\$7.00-\$9.00
Pickwick	\$3.25-\$5.00	\$4.75-\$7.00	\$5.50-\$7.00
Plaza	\$1.50-\$3.00	\$3.50 Up	\$7.00—4 people
President	\$3.75-\$5.50	\$6.00-\$7.50	\$7.50-\$10.00
Puritan	\$1.25-\$2.50	\$1.50-\$3.00	
Rasbach	\$2.00-\$2.50	\$3.00-\$4.50	
Robert E. Lee	\$2.50-\$4.00	\$4.00-\$6.00	\$5.50-\$6.50
Senator	\$2.50-\$3.50	\$3.50-\$5.00	\$6.00
State	\$2.50-\$4.50	\$4.50-\$7.00	\$5.50-\$8.00

It is advisable that Negroes send requests directly to one of the following: Brooklyn Hotel, 2203½ East 12th, double bed \$4.00 without bath; Parkview Hotel, 1004 Paseo, double bed \$2.50 up; Paseo, Y.M.C.A., 1824 Paseo, single bed \$1.50, double bed \$2.50; Paseo Y.W.C.A., 1903 Paseo, single bed \$1.75, double bed \$3.00 without bath and \$4.00 with bath; Street Hotel, Paseo at 18th Street, room with bath \$3.00, with running water \$2.50.

Housing Bureau
Convention and Visitors Bureau
1030 Baltimore Avenue, Third Floor
Kansas City 6, Missouri

Please reserve the following accommodations for the Kansas City Convention, Nov. 15-17, 1950.

Single Room ☐ Double Bedded Room ☐ Twin Bedded Room ☐

Rate From \$..... to \$..... First Choice Hotel

Second Choice Hotel

Third Choice Hotel

Fourth Choice Hotel

Number in Party

Arriving at Hotel Nov. Hour A.M. P.M. Leaving Nov.

Names and addresses of all persons for whom you are requesting reservations. The name of each hotel guest **must** be listed. (Please print)

Name..... Address.....

Name..... Address.....

Name..... Address.....

If the hotels of your choice are unable to accept your reservation the Housing Bureau will make as good a reservation as possible elsewhere.

Your name

Address

City and State

I Am Democracy— I Am The American Way of Life

MARY A. HYNES, Dewey School, St. Louis

In these troubled times it is appropriate to assess and weigh our mode of life in order to appreciate its priceless value

I AM DEMOCRACY—I am the American Way of Life—I was born in 1776. The world was quite shocked at my birth. I had no right to be born—my parents were rebels—not dependable—without substance. I was alive—that was true—but my survival would be brief and then the Old World would settle comfortably back on its basic foundation by an ugly decadent, narrow cultural pattern that completely ignored the inherent dignity and sacredness of man's soul and body, accepted no responsibility for human welfare and respected only the law of the mailed fist. Surprisingly, astonishingly, I did not die. I lived. The thinkers, philosophers, the economists and the rulers of the Old World were wrong.

My parents were visionary, idealistic, humanitarians and above all practical down to earth people who held to a determination that I would not die. Not only would I live but I would bring beauty, security, dignity, love and responsibility wherever I went. I was to remain forever young in outlook, seeking growth in change and profit in experience.

They gave me a guidebook, The Constitution of the United States, an almost divine document, that guarantees "Life, liberty and the pursuit of happiness" to all men, and Democracy serves as a beacon light for all free peoples of the world, a mirror reflecting hope and a fearless champion of the underprivileged and downtrodden world-over.

I am human, I make mistakes, at times I am selfish and aggressive, I do not live up to the generous, unselfish policy prepared for me as my swaddling clothes. I deny men rights guaranteed to them under

the Constitution and at other times I rise to sublime heights of heroic sacrifice. My parents were wise in their planning. Checks were placed upon me. My parents knew their own child. They knew that in most things, the important things, I could be trusted to do the right thing, and eventually I would make every effort to remedy serious social evils and to achieve justice for all. I am Democracy—I am the American Way of Life, I am the "government of the people, by the people and for the people."

I am alert and ever watchful to smash any vicious or subversive element either within or without that would attempt to undermine my basic structure. I am all of the people of these United States. I am the force that declared, "A House Divided Against Itself Cannot Stand," "A Nation Cannot Exist Half Free and Half Slave." I have a blot on my bosom but eventually it will be erased because the Civil Rights guaranteed to me under the Constitution will be mine.

My personality is so many sided and not too well integrated. However, it has the essence of patience, calmness and deep-loving understanding that will eventually bring about security and tolerate acceptance for all. But never be deceived! My troubles are family ones and to the World I present perfect unity, complete and absolute within. I am ready to meet the challenge of any outside group or system that would attempt to destroy or to change my Democratic American Way of Life. I am the "government of the people, by the people and for the people" and under God I shall not perish from the earth.

SECRETARY'S PAGE

KANSAS CITY MEETING

Plans have been completed for the Eighty-Eighth Annual Meeting of the Missouri State Teachers Association in Kansas City, November 15-17.

The general theme for the Convention is, "Better Schools Through Professional Improvement."

On the programs will appear Mr. Warren T. White, President, American Association of School Administrators, Dallas, Texas; Dr. William G. Carr, Secretary-General, World Organization of the Teaching Profession and Associate Secretary, National Education Association, Washington, D. C.; Dr. W. A. Wittich, Director, Audio-Visual Division, University of Wisconsin, Madison; Mr. Harry A. Jager, Chief, Occupational Information and Guidance Service, Office of Education, Washington, D. C.; Dr. Finis E. Engleman, Commissioner of Education, Hartford, Connecticut; Dr. Druzilla Kent, Head, Home Economics Education, University of Tennessee, Knoxville; Mrs. Dorris May Lee, The State College of Washington, Pullman, Washington; Dr. E. L. Morphet, Professor of Education, University of California, Berkeley.

Special features of the Convention include: Sigmund Romberg, His Orchestra and Soloists, a Physical Education Demonstration, and a discussion of the planning of a long-range program for Missouri.

Membership receipts will be required for Sigmund Romberg. Adults, not members, will be admitted for \$1.50 and children below twelve years of age for \$1.00. The charge is being made to help defray the cost of the program.

Splendid programs have been arranged by the thirty departmental groups and Friday afternoon will be a time when teachers will receive professional stimulation and growth in their own teaching fields.

The complete Exhibition Hall of the Municipal Auditorium will again be available for use. Enough reservations are in to guarantee a larger and better exhibit than ever before. The exhibit is recognized as a vital part of the Convention, making a real contribution.

The Assembly of Delegates meets on

Wednesday at 9:00 a.m.

Committee reports now being printed will be mailed to all delegates and alternates previous to the meeting. Copies will be available for anyone interested, immediately following the Convention.

If you have not already made hotel reservation, you should do so immediately.

AMENDMENT NO. 1

The campaign is now well underway. The result depends on what each of us does from now until November 7 and most of all on November 7.

If your county or community is not organized and active, for the sake of the children get busy. If you need speakers, let us know. Materials have been mailed to county and city superintendents for distribution. If you can use more write us.

If the people are properly informed by word-of-mouth, the press, the radio, or otherwise, and are got to the polls on election day, the Amendment will prevail. The majority of our citizens want good public schools and it is to this majority that we must not fail to direct attention.

Let each one do his part. If all of us get busy and stay busy until the afternoon of November 7, the children of Missouri will have a better chance.

IN BRIEF

Early payment of membership dues is helpful to everyone.

The Association in cooperation with the State Associations in Illinois, Iowa and Arkansas, is sponsoring through the Horace Mann Mutual Casualty Company, automobile insurance at reduced rates merely for the benefit of the membership. A complete plan of insurance for school children is also available.

Interest in the group plan of life insurance continues to increase.

Many thousands of dollars are paid each month to our members under our Accident, Sickness, Hospital-Surgical Group Insurance Plan. Teachers should not neglect joining the Group Plan while they are in good health and before the development of impairments or chronic ailments prevent participation.

Improve Your School Dental Program

R. L. PIGOTT, Director, Health Dept., Maplewood-Richmond Heights

The way you go about solving your school dental health problem largely determines its success

MOST schools have a dental health problem and our district was no exception. Last year we decided to find out what our problem was and do something about it. Dental inspections have been a regular part of our physical examination routine for many years. Such inspections, however were made by a physician and not by a dentist. We believed that such examinations, made by fully qualified dentists would do much more to inform and to educate our children, parents, teachers and administrators as to the extent of our problem and the need for better dental health on the part of all of us. We proceeded to do something about it.

Near the close of school a letter was sent to all dentists who resided in, or had offices in our school district, stating our problem,

what we wanted to do, our purposes, and asked for their comments and advice. They were also asked whether or not they would be interested in helping in such a program. Replies were received from about 50% of them, all favorable. Last fall, another letter was sent to them telling of the response received and inviting those interested, to meet with E. R. Adams, the Superintendent of the Maplewood-Richmond Heights Public Schools and R. L. Pigott, Director of the School Health Department. At this meeting, a majority of our dentists were present and discussed the situation thoroughly. They were very much interested and enthusiastic about getting a program started. They agreed to give their time on their days off from their offices and to use their own instruments for the examina-



Dentists are able to examine as many as 30 pupils per hour. Parents should be invited to be present during the examination.

tions, appointed a chairman from their group to work with the schools, and then adjourned. This chairman, after definite plans had been worked out with the school health department, called a second meeting at which Dr. Joseph Grana, a local dentist employed as a School dentist in St. Louis, talked to the group concerning procedures and records. It was decided to use the record system in use in the schools of St. Louis, with some modifications, so results could be compared with statistics from other schools and other areas.

The principals of all buildings involved were then called together and the plan presented for their discussion and approval. They in turn presented it to their teachers. Forms to be used were mimeographed in the schools. A schedule was drawn up and the dentists were assigned to the various school buildings on specific dates and at specific times, to do the examinations. Our local community paper gave the program publicity.

Notices were sent home to the parents informing them of the proposed program and the procedures that would be followed. Three days before examinations were scheduled in a given school, notices were sent home to the parents telling them of the date and time for the examinations and inviting them to be present. A day or two before the children were to be examined, a group of two or three films—sound and color—were shown them. These films portrayed very effectively what the children could expect and what they needed to do for better dental health. Films were secured from the State Health Department at Jefferson City. The ones we used were: "Judy's Smile," "Dental Health: How and Why," and "Save Those Teeth." Each runs about ten minutes.

Examination Procedures

At the time set for the program to begin, the parents were assembled in a previously specified room or place and a short talk on dental health given by one of the participating dentists. Parents' questions were solicited and answered. Parents were then asked to go get their children and bring them to the examining dentists. Children whose parents were present were examined first.

The parent sat to the side and rear

of the dentist so she could also see what the dentist saw and the condition of the child's teeth and gums could be discussed fully. Children with dental defects were given two slips—one to take home telling the parents what had been noted during the examination and signed by the examining dentist. The other form noted what had been found and was to be taken to the family dentist for his information and for his signature when all necessary dental work had been completed. This slip was to be returned to school after the necessary attention had been secured.

Two girls assisted each dentist—one to fill in the two forms and one to assist with children and sterilization of instruments. Girls from the sixth to eighth grades were chosen for the assistants. Teachers had filled in the necessary information concerning each child on their dental examination blank and had distributed these to the children on the morning that examinations were being given so each child brought his form to the dentist when called upon. This was our own permanent record of what was discovered and was left with the school. The examining dentist signed this also.

Fifteen of the local dentists out of a total of twenty-two, assisted actively in the project. There was no opposition from any of the local dentists but much enthusiasm from most. We soon learned that each dentist could examine about thirty children each hour and do a very commendable job. That for a school of three hundred children, five dentists working an average of two hours each, could complete the school in one day with very little disruption of the regular school program. Children from kindergarten through the eighth grades were examined.

Teachers were given a list of all children in their rooms who needed dental care and assisted the school health department in securing the necessary corrections. Local dentists and the Mobile Dental Unit, sponsored by the local Kiwanis Club, assisted in caring for indigents. The dental certificates indicating completion of the necessary dental care, were returned in favorable numbers. Dentists who participated in the program are looking forward to repeating the same program this year.

Why Belong to the NEA?

Faculties in 93 Missouri districts joined 100% last year—it gave them an opportunity to make their influence for better schools count

THE National Education Association's democratic organization gives increasing opportunity for teachers to participate through conventions, conferences, departments, committees, affiliated groups and travel programs.

The NEA makes available, among others, these services:

- A top notch monthly magazine
- An outstanding research program
- Noted educational policy formulation
- A national public relations program
- A dynamic professional relations program

A strong legislative service

A growing field and investigative program

A competent professional staff.

Last year Missouri had 11,296 teachers enrolled in the National Education Association. The goal for this year is 17,669 members. All of the teachers in three counties were enrolled 100% in 1950. We hope this number will be greatly increased this year.

The following school systems had their faculties enrolled in the NEA 100%:

School	Superintendent
Aurora	Roy F. Little
Berkeley	T. L. Holman
Bolivar	Ray Wood
Bonne Terre	Howard M. Terry
Boonville	M. M. Pettigrew
Brentwood	B. Geo. Saltzman
California	George Riley
Cape Girardeau	Louis J. Schultz
Carrollton	W. L. Adams
Chaffee	Fred Lewallen
Clayton	John L. Bracken
Clinton	Roy W. Nolte
DeSoto	Ralph Poole
Eldon	B. W. Robinson
Farmington	Clifton R. Bell
Ferguson	V. C. McCluer
Fulton	Walter E. Evans
Jennings	Otis A. See
Joplin	Roi Wood
Kennett	H. Byron Masterson

School	Superintendent
Kirkwood	Floyd W. Hendricks
Ladue	Ivan C. Nicholas
Lamar	T. R. Windes
Lebanon	Frank Heagerty
Lexington	Leslie H. Bell
Liberty	R. R. Brock
Louisiana	Geo. D. Heltzell
Maplewood-Richmond Heights	E. R. Adams
Marshall	A. H. Bueker
Maryville	F. L. Skaith
Monett	E. E. Camp
Neosho	R. W. Anderson
Nevada	C. H. Jones, Jr.
Normandy	Ward E. Barnes
North Kansas City	H. W. Schooling
Ritenour	A. A. Hoech
St. Charles	Stephen Blackhurst
St. Joseph	George Blackwell
Sedalia	Heber U. Hunt
Slater	Charles A. McMillan
Springfield	H. P. Study
Trenton	S. M. Rissler
University City	Julius E. Warren
Webster Groves	Leonard A. Steger
West Plains	C. W. Farnham
Westboro	Orville Kelim
Pineville	N. D. Hazelbaker
Exeter	H. A. Bowman
Seligman	C. C. Baker
Ellsinore	R. E. Nichols
Eldorado Springs	E. M. McKee
Fairview	Arthur L. Hauser
Sumner	Elizabeth Isle
Clever	Loren J. D. Murray
Goodman	Gladwyn Gold
Buffalo	D. A. Mallory
Ava	C. W. Parker
Wellston	Millard M. Halter
Ash Grove	Victor Lowe
Republic	C. K. Leonard
Pierce City	Geo. R. Holley
Strafford	Lawrence J. Ghan
Miller	J. Lee Kregier
Willard	Neal Neff
Mt. Vernon	A. M. Alexander
Ironton	C. E. Brewer
Sugar Creek	J. Raymond Guy
White Rock	Sam Mouck
Carl Junction	Carl W. Prier
Sarcoie	Chas. A. Sloan
Hillsboro	J. R. Vineyard
Williamstown	Louis LeDoux
Windsor	J. F. Webb
Paris	E. R. Lefevre
Midway	Paul Mitchell
Braggadocio	L. N. Kinder

School

Morrisville	Nathan L. Weems
Center	Joseph Wilson
Wentzville	J. S. Marple Agee
West Walnut Manor	Milton W. Bierbaum
Malta Bend	Paul Green
Bernie	Lloyd Ford
Crane	Lee DeWitt
Milan	Pete Nicoletti
Hollister	R. S. Thurman
Cabool	D. A. Ferguson
Richards	Irl Potter Haynes
Schell City	R. Guy Brasher
Marshfield	Harry M. Talbot
Niangua	Lloyd Dill
Seymour	N. F. McKinley
Charleston	J. H. Marshall

Superintendent

100% Counties

County	County Superintendent
Adair	Mrs. Otis Hills
Lawrence	Hugh R. Hembree
Lincoln	Mrs. Claude Clare

100% Colleges

College	President
St. Joseph Jr. College	Nelle Blum (Dean)
Southwest Missouri State College	Roy Ellis

Missouri ranks 13th in number of teachers employed among the 48 states. We rank 27th with regard to the number of teachers that belong to the National Education Association having only 46% of our teachers in this category.

In order to advance the interests of the profession and promote the cause of education every teacher should join the NEA. Regular membership including a year's subscription to the NEA Journal is \$5.00. Either give your membership fee to your superintendent or mail it to: National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

American Legion For I

The American Legion, Department of Missouri, endorsed Amendment No. 1 at its Kansas City Convention.

Proceed at once to contact the Commander of your local Post to secure active support.

Magic Chef HOT LUNCH

Ideal for school cafeterias, this heavy duty Magic Chef features 6 automatic-lighting Hi-Speed burners, with boil-over bowls, and a 24" wide x 22" deep x 14" high porcelain-lined, insulated oven, thermostat controlled. Also available at Bensinger's in 10-burner model with twin ovens. Stainless steel or regular black finish.

For just a range or a complete kitchen, let Bensinger's planning engineers assist you. No cost or obligation.



Clip
Coupon

Park Free Adjoining
Bensinger's
1003-11 Market St.

St. Louis 1, Mo. CHestnut 4040

We are interested in purchasing the following equipment. Please send us prices, and details about your free planning service.

- | | |
|---|--|
| <input type="checkbox"/> Complete Cafeteria | <input type="checkbox"/> Serving Counter |
| <input type="checkbox"/> Cooking Range | <input type="checkbox"/> Peeler |
| <input type="checkbox"/> Refrigerator | <input type="checkbox"/> Tables and Chairs |
| <input type="checkbox"/> Steam Table | <input type="checkbox"/> Sink |
| <input type="checkbox"/> Dishwasher | <input type="checkbox"/> China, Flatware, etc. |

Name

School & Title

Address

City

Is This Your School?

Three teachers believe many extra hours for teaching may be had by eliminating time-wasting activities

IN the business of improving our schools we are concerned with the number of hours the teachers teach each day. It has been found that extra hours for teaching can be salvaged without lengthening the school day—by plugging the holes.

We find that in many schools money-making enterprises are robbing the children of learning time. To enumerate some of these leaks let us first consider the photographers who come to take pictures of the children individually and in groups. Ostensibly the pictures are to be pasted on the permanent records of the children—but, though the pictures are taken each year, only the first ones are put on the records. Sometimes the pictures are on paper too stiff to paste on the record sheets.

Then why are the pictures taken? First, because the school gets part of the money. But since when is it the duty of the school to earn money during the learning time of the children? Second, it is a cheap way for the parents to get pictures of their children. It is assumed that the parents do not realize how much school time is used in connection with these pictures; it is not merely the time that is used in actually taking the pictures, but the time that the teacher uses to get the pictures to their destination. Consider an elementary teacher who must receive the individual pictures of thirty pupils, send them to the respective mothers, who send back the pictures or the money for the number she wants. The teacher must keep books to see that no picture and no money is lost.

Plug that hole and go on to the next.

The National PTA does not advocate money-making enterprises as a part of their program but some local groups do spend most of their time and efforts in such affairs. They enjoy the social aspect of their work. They have bridge parties, dinners, raffles, square dances and benefit pic-

ture shows. The sad part of this proceeding is that the children are asked to sell the tickets, or take them home to their parents and bring back the money. Quite often pressure is put on so a child feels he must bring the money no matter if his family is trying hard to be saving.

If the PTA groups feel that the schools need financial assistance, they should discuss the matter with the Board of Education and suggest ways of increasing tax levies and improving tax laws. We feel sure that if members of the PTA's realized how much of their children's learning time goes for teacher's bookkeeping they would be glad to do something in place of the money-making efforts.

Even the membership drives involve using the children's learning time. The children collect the money, teachers keep books. Contests bring in money but does not always bring parents to meetings. Members of PTA would find it very interesting to talk directly and individually to teachers about the needs of children in school.

Then there are the PTA groups who supply entertainment for their members by having school children perform. The participation of children in such programs may be a part of their education, but it should be left to the teacher to decide when and where—and why.

Plug that hole.

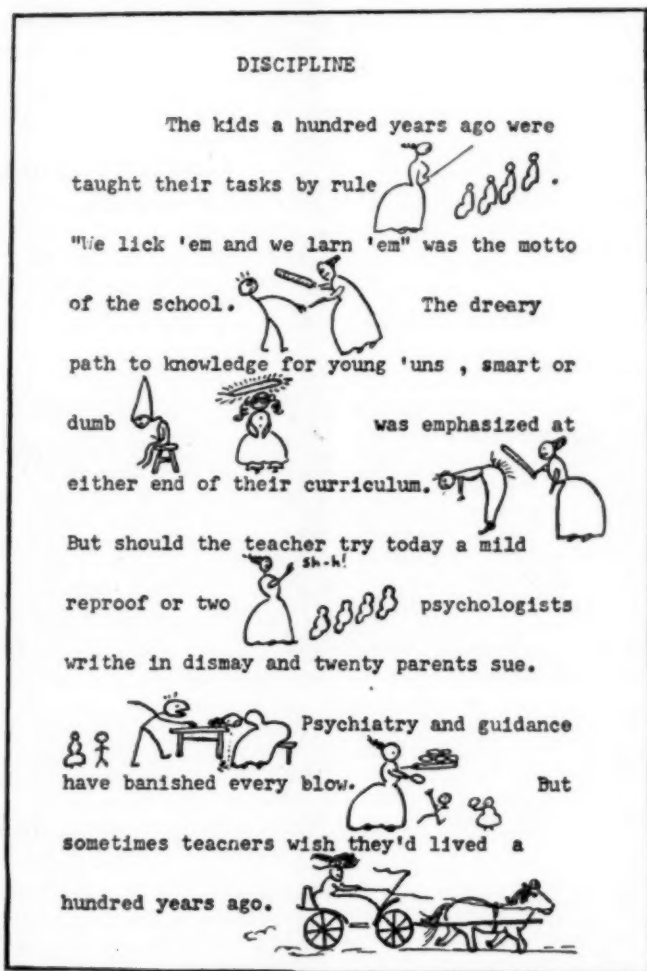
Then in some schools we have paper day. The children are expected to collect the cart loads of paper. This quite often is not done entirely outside the school day. Many boys lose their first hour of work in school. Why? Because the school gets the money for the paper?

Then there is the case of misusing visual-education materials. If a teacher finds that certain films will be helpful in her subject she should be able to secure that film at the proper time. But if the teachers do

not select the films and are called to bring their pupils from an arithmetic class, others from an art class, others from a history class, to a central place to see a film on "teeth," it means interrupting many learnings for a subject that children may not be prepared to understand.

Then there is the case of the misuse of the public address system by a person who likes to talk.

Any teacher can find these leaks and can add to the list, no doubt. What can they do toward plugging those leaks?



Frederick J. Moffitt, New York State Education Department
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OUR TEACHER POETS

CORRECTION

I AM MY OWN severest critic
And oft, and often I am brought
Before my own Tribunal
And there, with facts laid bare
I stand defenseless
While that Judge within
Corrects me.

—VIOLA ROADCAP GROCE, Richmond

WON'T IT!

I AM SURE that those of you
Who have red eyes and noses
Can hardly wait 'til winter comes
And hayfever's season closes;
For sniffing, sneezing, weeping
Is the order of the day . . .
Won't it be swell when all the dust
And ragweed goes away!

—DOROTHY ARNOLD MEINERT, Boonville

MY DUTIES

I LIKE to travel, to iron, to sew,
To cook, to shop and wield a hoe.
Doing fancy-work is a delightful chore;
Practicing music a hobby I adore.
Collecting antiques enchantment lends
And I do so enjoy conversing with friends,
But when it comes to teaching children
My "likes" end and "love" begins!

—MARY COOPER, Boonville

AUTUMN LEAVES (a reflection)

P LAYTHINGS of the wind
Coverlets of the grass
With mirthful glee I watch
Your dainty dance
From limb to earth.

The crowning glory
Of her majesty the tree.
A moment paused
Of nature's joy's I sup,
Until a voice
Within cries out
You'll have to rake the darn things up.

—LOIS C. GORE, Hannibal

THE RIVEN TREE

U PON YON MOUNTAIN crest the riven tree
A living symbol stands of liberty.
Twisted by the Storm King's unchecked
blast,
Shattered by the lightening bolts he cast,
Rooted deep in harsh reality,
Its arms yet open toward infinity
And from it draw the power to take earth's
stain
And build from it its own enduring frame.

—HARRY EZELL, North Kansas City

A MYSTERY SOLVED

"Why don't you get your lessons, lad?"
The teacher wanted to know.
"You're far behind, your effort's sad,
"Your progress much too slow.
"I've no complaint about your dome work,
"But, tell me, why don't you do home
work?"

To these remarks the boy gave thought
Before he spoke a word.
"The television set we bought
"Is *something* to be heard!
"The screen is big, the image clear,—
"We tune in every night.
"The show that advertises beer
"Is really quite all right!
"From six to ten we watch the show—
"We don't tune in before.
"Until that time I'm on the go
"Attending to some chore
"That Mother says has to be done
"If we're to feel we're free
"To spend the evening with the one
"Who fills us full of glee.
"The one I mean, no doubt you know,—
"His show's a merry twirl
"Of acrobats and—what a show!
"It's good ol' Milton Berle."

The teacher hemmed and hawed a bit,
Not knowing her next line.
"The classroom can't compete with it,
"But one thing I'll opine—
"Your lack of excellence in history
"Is no longer any mystery."

—ALBERT G. COOPER, St. Louis

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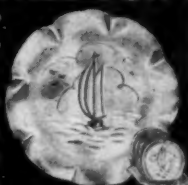
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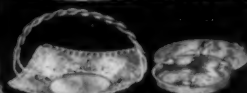
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WHEN I AM GONE beyond the play of life,
Have acted out my part upon the stage,
Have lived and loved and laughed and borne the strife
That God assigns to each in every age,
When I no longer can enjoy the light
Of drowsy dawn that creeps upon the scene,
Or view the heavens' quilt of blue and white
Illumined by a soft and sunny sheen,
Then not for love of music honor me,
Or for the simple verses I have penned . . .
But, bless me for one child I might set free
With smiles, and make him call his teacher "friend."
If death be in this hour, and I've brought
Such joy to one, I'd not have lived for naught.

—M. PATRICIA CRONIN, St. Louis

SCHOOL DAZE

AGILDED HAZE from sunny rays
Through autumn branches,
A swift blown breeze, a rain of leaves,
The road enhances.

I drive to school by safety rule
While children watching,
A bunch of tots with sunny locks
Jump and Hop-scotching.

Sixth graders prone, would be full grown
With rights assuming,
They block the road, with books a load
And trouble looming.

From sidewalk side, one thumbs a ride,
Drivers worrying,
He's better taught, knows that he ought
Walk—a hurrying.

Here comes a pair, that should beware
When autos passing,
Hard not to reel, two on a wheel,
Accident asking.

Mid colored trees with rainbow leaves,
The children playing,
I drive to school by traffic rule,
But also praying.

—MARTHA E. NEHER, Kansas City

SCHOOL AND COMMUNITY

SPEED

FLY NON-STOP around the earth!
Travel faster than a sound!
I chuckle deep within:—
Such a puny speed is but a snail's pace!
Mechanical engineers
Ne'er will invent machine like mine!
A rocket would not dare to race
My heart, when I'm enroute to you.
—DOROTHY HEWITT SMITH, St. Louis, Co.

JUST A BOY

HE SAT IN A DULL STUPOR, this lad,
His mind was blank, he knew not why,
The teacher was pounding away, ye Gad!
But in his mind, he meant to try.

Another day at the very same hour,
His mind is set, attentive now.
Is this the stuff I must devour,
Why I'm as dumb as our black cow.

The days went by each a struggle,
Now up, now down, still in the bout.
Wow! this lesson is a draggle,
What time is it? When is it out?

He knew that school was alright,
But why did it have to treat him so.
And ever glowing, burning light,
When it was so much easier not to go.

Though he longed for school to be out,
There lingered thoughts of this time.
He would miss the drill, try, and bout,
The teacher had been mostly rhyme.

And now as the time is drawing near,
It hadn't been so bad he thought.
Oh Teacher! patient, kind and dear,
I learned a little that you taught.

Now near the end of the course he trowed,
If only he knew enough to pass.
He learned this and that he vowed,
Would she not mark, repeat the class.

He grew to be a man and not a lout,
An ordinary boy in the race.
But one who got something from the bout,
And in the world he earned a place.

—C. F. BEVANS, Kansas City



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Classroom Teachers' Regional Conference to meet at Joplin November 3-4, 1950

The annual South Central Regional Conference, sponsored by the Department of Classroom Teachers of the NEA, will be held in Joplin, Missouri, in the Connor Hotel on November 3-4, 1950. The conference is being planned by Mrs. Ila M. Nixon of North Little Rock, Arkansas, the South Central Regional Director of the NEA Department of Classroom Teachers. The theme for the conference will be "Individual Responsibility—United Success."

Registration will begin at 2:00 p.m. Friday, November 3. The program at the first general session will consist of the roll call of states, introduction of state department presidents and advisory council members, and report of NEA activities.

On Saturday morning, November 4, a breakfast for state presidents and advisory council members is being planned. The remainder of the conference will be de-

voted to discussion groups to consider problems confronting the profession. An organization clinic will be held to discuss local association problems, including such topics as affiliation with the state and national associations, local responsibilities in regard to unified dues, and democratic participation in school administration. The program will include addresses by Mary Virginia Morris, President, and Hilda Maehling, Executive Secretary, NEA Department of Classroom Teachers.

Since this conference is designed for the training of local leaders, it is hoped that many educators from Missouri will avail themselves of the opportunity to participate.

States included in the South Central Region are: Arkansas, Kansas, Louisiana, Missouri, Nebraska, Oklahoma, and Texas.

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ITEMS OF INTEREST

Calvin Cotrell, a graduate of Ohio State University, has been appointed to teach diversified occupations in the Marshall high school.

Robert F. Lemen, associate principal of the Wydown school in Clayton, has been promoted to the principalship this year.

Roland Alexander replaces Wallace Zackula as teacher of industrial arts in the Urbana high school. He will also be supervisor of the Veterans Adult Education program.

Bill Wallace, Jr. of Armstrong has accepted a teaching position at the Pilot Grove high school.

Mrs. Crystal Uthe of Gallatin has been hired as teacher of the 6th grade at the elementary school at Breckenridge.

Gene Eaton of Nevada has been elected by the Gallatin school board to teach commerce. He succeeds Stanley Maxwell who resigned.

Paul Wright of Buffalo has been appointed to coach debating and teach speech and English in the Urbana high school.

Robert Gauldin, coach of the Gallatin high school, has been named principal.

Betty Jo Fisher, a remedial reading specialist, has been employed by the Urbana board of education to direct remedial reading.

Mrs. Hope Hendricks, who taught in the past at Rock Creek school near Kansas City, is now employed to teach the fourth grade at Marshall.

Ralph Quigg, a member of the Springfield symphony orchestra, has been named music director at the Urbana high school. He succeeds Mr. Richard King who resigned to accept a position at Buffalo.

Earl De La Roche, the newly appointed coach for the Adrian high school, along with his wife and 14 month old son, were painfully injured in an automobile collision near Boonville on August 12, as they were moving from their home to Adrian.

Walter E. Evans, superintendent of the Fulton public schools, recently issued the first annual report of the superintendent of schools of that system. The document is a very intensive treatment of the activities, philosophy and financial status of the Fulton schools.

Mrs. Roberta Bennington, who formerly taught at Centertown and Glasgow, is now teaching high school students at the Blosser Home for Crippled Children at Marshall.

Marion Helen Mathes, a teacher in the Afton public schools for the past several years, is now in charge of the second grade class in the De Mun school in Clayton.

Mrs. Esther McComb of Columbia will replace Addison Clark, Jr. as social science instructor at the David Hickman high school, Columbia.

Carolyn Hackman, a teacher in the Stix school in St. Louis, is now teaching vocal music in the Clayton high school.

Edith Younger has been employed to teach social studies in the high school at Savannah. She replaces Helen Rosenthal who was granted a leave of absence for one year.

Paul C. Willett of Kennett is now coaching in the Hillsboro high school. He replaces Robert C. Horgan.

Wesley Sparks of Hurdland has been named to teach music in the Knox City high school.

Harry Elder is the new elementary school principal at Savannah.

Betty Louise Evans of Hillsboro and a graduate of the State College at Cape Girardeau is now teaching in the Hillsboro elementary school.

Peggy Lou Grundmeier of Waverly has been elected to teach the third grade in the public schools at Marshall.

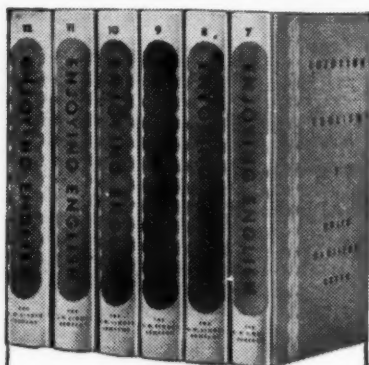
Lester M. Kraft, the new superintendent at Knox City, has inaugurated a policy of not charging any laboratory fees of any kind in the Knox City high school for this school year.

Tom Garrett, Jr. of Flat River has been elected to teach in the elementary school at Hillsboro. He is a graduate of the Flat River Junior College.

Ruby Mae Knipmeyer of Alma is beginning her teaching career in the second grade of the Marshall elementary schools.

Mrs. Helen Hamilton Smith, librarian for the past three years at the Ferguson high school, has been named by the Clayton board of education as librarian for the Clayton high school.

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Mrs. Mary Sweeney Davis will teach English and supervise the study hall in the Marshall high school. She recently taught at Stetson and Orrick. Her home is at Marshall.

Lorraine Jean Miller has taken charge of the new classroom for fifth grade pupils of the Glenridge school in Clayton. Mrs. Miller taught at Palos Verdes, California last year.

Robert L. Cross is the new teacher of industrial arts and driver training at the Buchanan high school at Troy.

Mrs. Garland Wollard has been employed as a full-time librarian in the Shelby public schools. She is the wife of **Garland Wollard**, science teacher on the faculty.

Raymond Gible, a graduate of the Culver Stockton College, is high school coach at Downing. He is also teaching courses in health, hygiene and biology.

Mrs. Catherine O. Jones who has been doing teacher education work in art for the Western Michigan College of Education, Kalamazoo is now consultant in art in the Clayton public schools.

Kenneth Keiffer, a graduate of Washington University, St. Louis, is this year teaching social science in the Buchanan high school at Troy.

Cline Nicholson is the new principal of the elementary school at Ash Grove. He will teach the 6th grade.

Billy Dugan of Milton, Pennsylvania, has signed a contract to teach science, mathematics, and coach at the Marthasville high school.

Mrs. O. B. Johnson, who formerly taught social studies and music in junior-senior high schools in Maryland, has been employed in the Downing elementary school to teach 7th and 8th grades.

Marvin Powell of Linneus has been elected to teach social science and physical education in the high school at Montrose, Iowa.

R. L. Bollinger, teacher of biology and science in the David Hickman high school at Columbia, has resigned to accept a position as teacher of science and guidance counselor at North Kansas City. He succeeds Mr. Paul J. Chapel who died August 21.

Mr. Bollinger has a Master's Degree from Ann Arbor, Michigan and has been doing additional graduate work at the University of Missouri.

Henry A. O'Connor of Waterloo, Iowa, replaces Mr. Bollinger as biology and science teacher in the David Hickman high school. Columbia. Mr. O'Connor has been doing practice teaching in the Iowa State Teachers College.

Clark Mitze of LeMars, Iowa, has been appointed band director for the Clayton public schools.

Edwin Borgman, a graduate of the Missouri Valley College with additional training from Central Missouri State College, has been employed to teach classes for mentally retarded children at Marshall.

William Haynes, coach at Troy, is now employed in the Poplar Bluff high school.

Louise Batton who taught at Houston last year, is now employed as teacher in the primary grades at Troy.

Helen Rosa Brockway, a teacher of the fourth grade at Benton elementary school at Marshall for a number of years, has been appointed principal and teacher of the sixth grade at the Northwest school in that city.

Maurine Joyce Jacobs who has done substitute work in the Clayton schools is now employed as full-time kindergarten teacher at Glenridge school.

N. F. Dragoo has been elected secretary of the Fairfax public schools for his 50th year. Mr. Dragoo served these 50 years within a 52

year span, according to Superintendent S. W. Skelton.

Thomas E. Pierce, director, demonstration school, Texas State College for Women, Denton, Texas, is now president of the Department of Elementary School Principals of the National Education Association.

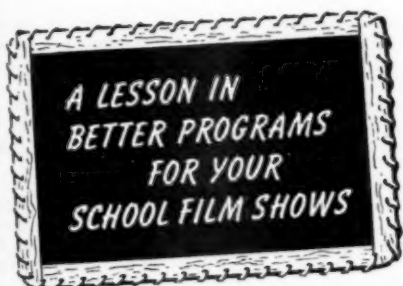
James S. Spencer of Poplar Bluff has been employed as coach and director of physical education at Troy. Mr. Spencer is a graduate of the University of Missouri.

Merritt O. Moon, teacher at Republic last year, is now teaching at Pierce City.

Bob G. Woods of Shelbyville has been appointed assistant professor of education at Southern Methodist University, Dallas, Texas. Dr. Woods was graduated from the State University of Iowa at the August commencement exercises.

Sue Hare, librarian at Southwest Missouri State College, is the new teacher of vocational home economics at Urbana.

Margaret Ellen Westerman of St. Louis and a graduate of the University of Missouri, is teaching girls' physical education at Marshall.



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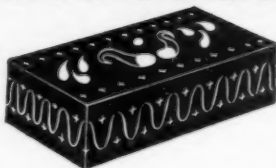
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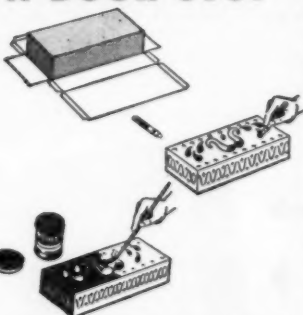
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Marjorie Pohl has been elected by the Nevada board of education as a teacher of social studies.

Russell Nichols of Ashland is the new athletic coach at Hallsville.

Louise Pannebaker of Lebanon has been named by the Marshall board of education as elementary supervisor.

Hugh Calvin Dunn, a student at the University of Missouri and a graduate of the Harrisonville high school and Missouri Valley College where he was a member of the football and track teams, has been appointed athletic coach and instructor of physical education at Macon high school. Mr. Dunn spent three years in the Army where he suffered wounds causing the loss of an arm and sight of an eye.

Bobbie Dean McNeal is a member of the physical education staff at the Clayton high school. Miss McNeal taught in the Community high school at Pinckneyville, Illinois last year.

Lucy Mae Smith, formerly instructor of home economics at Marshfield, is now the supervisor of vocational home economics in the Greenwood training school at Southwest Missouri State College.

Arnold Stock, a graduate of the Oklahoma A & M College, has been appointed teacher of vocational agriculture at Jamestown.

Mrs. Marjorie Sappington, superintendent of the Centertown schools, has been employed as librarian and counselor in the Marshall high school.

Roy F. Litle, superintendent of Aurora public schools, taught for six weeks during the latter part of July and the forepart of August at the University of Mississippi. The courses offered were in the field of elementary education.

Alice Lenora Pressley is teaching business subjects in the Williamsville high school. Miss Pressley graduated from Arkansas State College with a Bachelor of Arts Degree last May.

Frances Blosser, a teacher in the Wichita, Kansas, schools for the past 3 years, will teach English and coach debate in the Marshall high school.

A. L. Threlkeld recently retired as superintendent of schools of Montclair, New Jersey. Dr. Threlkeld began his teaching career in 1909 in Kirksville. He was president of the Missouri State Teachers Association in 1921.

Olive DeLuce, Fine Arts Supervisor, State College, Maryville, was injured in an automobile accident August 18, as she was driving her car

east of Barry. Miss DeLuce's car rolled down an embankment after she had attempted to avoid a collision with another car. She is in the Leveering Hospital at Hannibal where she expects to remain until December. She has a broken back and several cracked ribs. Miss DeLuce does not expect to return to her position at the College before next June 1.

Estelle Miller is now teaching physical education at the Wydown and Meramec schools in Clayton. She formerly taught in the primary grades at Ritenour.

A. M. Alexander, superintendent of the Mt. Vernon public schools, was a visiting professor during the latter part of June and the forepart of July at the University of Mississippi where he taught courses in elementary education.

Ralph Bedell, a former Missourian who has been teaching in the University of Nebraska since 1939, has accepted a position to teach psychology at American University in Washington, D. C. Dr. Bedell taught at the University of Minnesota this summer.

William F. Van Trump of Liberty is now teaching industrial arts in the Liberty high school. He replaces Avon D. Reeves who accepted a position in the Quincy, Illinois schools.

Alice Fisher, teacher in the elementary school of Springfield, Illinois, for the past 2 years, has

been appointed to teach the fourth grade at one of the elementary schools in Marshall.

C. L. Gottman, now in his 7th year as superintendent of the Monroe City public schools, was recently ordained as a minister of the Church of the Brethren at McPherson, Kansas.

Marion Wells, who recently graduated from Central College, Fayette, has been elected by the Glasgow board of education to teach the 6th grade. Mr. Wells replaces Mrs. C. C. Bennington who resigned to accept a position in the school at the Crippled Children's Home in Marshall.

Ardis Jorndt, for several years a teacher in the public schools of Kansas City, is now teaching the third grade in the Meramec school at Clayton.

W. Garland Keithley is serving his first year as high school principal at Nevada.

Delmar Tunnell of Millersville has been employed to teach mathematics and serve as guidance counselor in the Marshall high school.

George W. Diemer, president of Central Missouri State College, left San Francisco August 25, for Tokyo, Japan. Dr. Diemer is one of five nationally known educators selected by the Army to study Nipponese education and schools. This is the second time President Diemer has been selected for this work. He will be in Japan 30 days.



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Robert Hawthorne of Dahlgren, Illinois, has been appointed to teach mathematics and commerce in the Hallsville high school.

J. O. Talley, director of vocational rehabilitation division, State Department of Education, has been elected president-elect of the National Rehabilitation Association. The election was conducted by post card ballot following committee nominations. Over 1500 members cast ballots. Mr. Talley will begin his service as president at the time of the annual conference which begins October 23 in New York City.

Bernard A. Schmitz, principal, Hickman high school, Columbia, has been granted a leave of absence to serve as Commander of the 175th Military Police Battalion which entered federal service September 11. Schmitz has been principal at Hickman since 1947.

Virgil S. Hass of Fort Scott, Kansas, has been named principal of Hickman high school, Columbia, to succeed Mr. Schmitz. Mr. Hass has been dean of the Junior College and principal of the high school at Fort Scott since 1946.

SPONSOR RADIO PROGRAMS

The Nevada public schools sponsor a radio program over the Nevada station KNEM. The program is on the air three times each week according to Superintendent C. H. Jones, Jr.

The Nevada school district recently sold \$285,000 in bonds at an interest rate of 1.9%.

LEBANON CONTINUES BUILDING

Lebanon has just completed two new shop buildings bringing its total to three. These are for auto mechanics, industrial arts and vocational agriculture. Each shop is 40 x 60 feet with separate heating units. Frank Heagerty, superintendent, says the contract has now been let for a new six-room elementary school.

MARYVILLE'S NEW TEACHERS

Teachers new to the Maryville public schools this year include: Arthur Goodspeed, vocational agriculture; S. G. Lamar, guidance and counseling; Mary Catherine Needels, elementary music; and Mrs. Betty Jean Edwards, elementary physical education.

Superintendent F. L. Skaithe reports that guidance and counseling has been added to the high school curriculum this year. The high school building was completely renovated over the vacation period.

LAMAR ADDS TO CURRICULUM Five New to Faculty

The Lamar high school has greatly expanded its program of offerings since 1945, according to Superintendent T. R. Windes. Five years ago the Lamar high school offered 27 units of credit. This has now been increased to a total of 47 units.

The most recent addition to the curriculum is industrial arts.

Teachers new to the Lamar faculty this year are: William O. Schuermann, industrial arts; Eugenia Noe, grades; Mrs. Marie Tuck, grades; and R. E. McKinzie, instructor, Veterans On-the-Farm Training.

LET BUILDING CONTRACT

The Macks Creek board of education recently signed a contract for the construction of a new six grade room building. In addition to the classrooms the building will have an office, vault, and wash room and toilet facilities.

VOTES PROFESSIONAL DUES

The Holt County Community Teachers Association at its meeting in August by approving a motion voted to assess each of its members \$1.00 to defray the expenses of the Association for the 1950-51 school year.

BUILDS HOME ECONOMICS COTTAGE

The Keytesville school system has just completed and made available for this school term a new modern vocational home economics cottage, according to Superintendent H. A. Sadler.

KEYTESVILLE'S NEW TEACHERS

Four new teachers have been employed by the Keytesville reorganized district: Harold Moore and Warren Lee in the high school, and Frank Wiley and Dolores Fox in the elementary school.

MONTGOMERY CITY ADDS NEW COURSES

New courses offered for the first time in the Montgomery City schools this year include speech, dramatics, health, general shop, mechanical drawing, driver education, botany, and zoology. Emphasis will be placed on guidance instruction and library supervision.

BEGIN WORK AT FAYETTE

The following teachers have started their first term in the Fayette public school system: Donald K. Walker, high school principal; Mrs. V. K. Brownne, vocational home economics; George Bishop, physical education, coaching and biology; L. D. Cansler, counsellor; Earl Craig, chemistry and mathematics; Mrs. Lida Haggard, 8th grade; Mrs. Helen Georgeff, art; Robert Harper, band; John H. Pittman, general shop; Charlene Lee, music; and Grace J. Matthews, grades 6, 7 and 8.

DEARBORN'S NEW FACULTY

Teachers new to the Dearborn faculty this year are: Mildred Gabbert, Mrs. Hudson Gordon, Wilhelmenia Doepfner, and Mae Hobbs.

CHANGES AT ALBANY

Changes in the Albany faculty this year are as follows: Ruth Ann Virden replaces Mrs. Freibert on the staff of the elementary school. New to the high school faculty are: Robert Simmons, citizenship, world history and American history; Mrs. Virginia Ross, commerce department; and Dorothy Jean Davidson, biology and physics.

NEW HORIZONS IN TEACHING

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Subjects are Order of Business, Motions, Nominations, Minutes, etc.

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ADMISSIONS COUNSELORS CONFERENCE

The sixth annual conference of the Association of College Admissions Counselors will be held October 15-18 at the Chase Hotel in St. Louis. The program is under the direction of Mr. J. Scott Hemry, Director of Admissions, Stephens College, Columbia, Missouri.

CASSVILLE ADDS TO GROUNDS

The Cassville school board recently purchased 11 acres to enlarge its school grounds. The cost was \$8,000. The board hopes to use a portion of the ground acquired for the erection of additional buildings in the future and to provide playgrounds and athletic field.

PARMA'S BUILDING IN USE

The new Parma elementary school building is now in use although the building has, as yet, not been completed. The cost was \$76,000. Plans have been completed for two new classes to be offered in adult education. Classes are in carpentry and masonry, according to Superintendent W. A. Merick.

CHILLICOTHE'S NEW TEACHERS

Superintendent R. E. Houston reports the following teachers employed for their first year at Chillicothe: elementary teachers—Dorothea L. Grant, Lora Helms, Hilda M. Waddill, Mary Ann Gregory and Mrs. Marguerite McPike.

In the high school Frank Fendorf has been employed as music instructor to succeed Earle Dillinger. Mr. Fendorf is a graduate of the Warrensburg State College and has been music instructor at Warrensburg high school for the past three years.

NEW RURAL CLINTON COUNTY TEACHERS

The following new teachers have been employed in the rural districts of Clinton county: High Prairie, Mrs. Ruby Search, Cameron—Martin, Loudisa Rea, Lathrop—Keystone, Ella Rea Hankins, Osborn—Oak Grove, Mrs. Claude Orr, Cameron—Fountain, Joyce King, Lock Springs—Plainview, Mrs. Irma Jean Akers, Turney—Trimble, Mrs. Emma Funkhouser, Plattsburg.

HOMEMAKING TEACHERS ELECT OFFICERS

The state conference of Homemaking Teachers held at the University of Missouri August 16-18 elected the following officers: president, Miss Harriet Meranda, Trenton; vice-president, Mrs. Gladys James, Ava; secretary-treasurer, Mrs. Florence Hutchinson, Anderson. Council members: Miss Nettie Clemens, Milan; Mrs. Edna Francis, Oran; and Mrs. Mona Terrill, Prairie Home. Miss Ruth C. Alexander, director of home economics education, Jefferson City, was elected MVA executive council member.

About 275 attended the conference.

NEW BUILDING FOR CONRAN

A new auditorium and lunch room for the Conran consolidated schools is nearing completion.

DISTRIBUTE COUNTY SCHOOL FUNDS

Shelby county has distributed the principal of its county and township school funds. The total disbursement to the several schools in the county is \$62,803.46.

STET'S NEW TEACHERS

Following are the teachers new to the Stet faculty this year: Kenneth Nofftz, vocational agriculture; Irene Penny, music; and Oliver Dilley, elementary school.

Margaret Mason Shrake, principal of the Stet high school, received her Master's Degree in Guidance from the Central Missouri State College at the August Commencement.

VERSAILLES IMPROVEMENT PROGRAM

Robert H. Clark, superintendent of Versailles public schools, reports that during the summer months the major portion of the building improvement program was completed. New concrete and steel stair wells and concrete floors in the corridors were completed in the elementary building. The electric system in the elementary building was entirely replaced with adequate and approved wiring. Also additional light fixtures were installed in classrooms and corridors. A minimum of 30 foot candles is available in all areas at all times.

Additional improvements have been approved by the Board of Education and will be completed as materials are available.

LIBRARIANS WORKSHOPS

A series of workshops for school librarians, teacher-librarians and school administrators on the organization of the school library are being held over the state during October and November.

The workshops are being sponsored by the Department of Education and the Missouri State Library and are under the direction of Miss Edna E. Bothe, School Library Specialist of the Missouri State Library.

School librarians will work on practical library problems, and the afternoon of the third day of the workshop will be devoted to a conference to which school, county and city school superintendents are invited. The workshops are designed to assist in the improvement of school library service over the state. Following is the schedule of workshops:

Time: 9:00 - 12:00 : 1:30 - 3:30

October 5, 6, 7—Lee's Summit.

October 9, 10, 11—Bethany.

October 16, 17, 18—Aurora.

October 23, 24, 25—Bloomfield.

October 26, 27, 28—Mountain Grove.

November 2, 3, 4—Eldon.

November 6, 7, 8—Warrenton.

November 9, 10, 11—Valley Park.

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FIRE DESTROYS BUILDING

An early morning fire totally destroyed the building known as the Farmers High School on Saturday morning, September 2. The building was being made into an elementary school

and about \$2,000 worth of work had been done on it. All textbooks, new workbooks, supplementary and reference books were burned along with other equipment.

According to Superintendent M. C. Hudson, two buildings on the school grounds are to be converted into use to house the school enrollment.



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TEACH AT FULTON

Teachers new to the faculty of the Fulton Public Schools this year are: Mrs. Harriett Napiecinski of Fulton, Speech and Dramatics; Harold Lance of Warrensburg, English and Spanish; Mary Frances Wilson of Ocala, Vocal Music; Mrs. Celeste Cannell of Hatton, Eighth Grade; W. K. Rutherford of Moberly, Elementary Supervisor; Mrs. Anna Rutherford of Moberly, Third Grade; Gladys Kettle of Fulton, Sixth Grade; Mrs. Marilyn Moore of Fulton, Fourth Grade; and Mrs. Estella Wiley of Fulton, Relief Work at Carver School.

Chemistry, Health and School Publications have been added to the high school offering this year.

CLINTON HAS IN-SERVICE WEEK

Teachers in the Clinton public schools were given an opportunity to participate from September 4-8 in an In-Service Education Week, according to Superintendent of Schools, Roy W. Nolte.

Personnel help outside of the school system consisted of Dr. Lois Knowles, assistant professor of education, University of Missouri; Miss Clara Marksby, instructor in education, University of Missouri; Mr. T. E. Smotherman, guidance and counseling service, University of Missouri; Mr. H. F. Baltz, director of visual education, Central Missouri State College; and Mrs. Wm. Huenefeldt, elementary teacher, Clinton; and Mr. Sam Sprout, Rand McNally Publishing Company.

ENGLISH TEACHERS TO MEET

"The Work is Play for Mortal Stakes" is the theme of conferences of the National Council of Teachers of English in Milwaukee at the Schroeder Hotel during Thanksgiving weekend, November 23, 24, 25.

Among nationally known educators and authors who will speak are Dr. Max J. Herzburg, Newark public schools, who will discuss "The Teacher of English in the Modern World," and Dr. Dora V. Smith, Minneapolis public schools, who will speak on "The New Curriculum: Its Implications for the Local School System." Dr. Mark Neville, St. Louis, Council president, will open the convention with his address "For Mortal Stakes."

Opening with a reception and general meeting on Thanksgiving evening, the program includes a luncheon meeting and a dinner program on Friday. The sessions will close with a Saturday luncheon.

For further information write to Dr. Jerome W. Archer, Marquette University, Milwaukee.

NEW TEACHERS AT BLAND

Teachers new to the Bland school this year are: Pauline Stockton, grades 1 and 2; Robert Nelson, high school mathematics; and Superintendent Spencer H. Anderson, social science.

MARSHALL SUMMER SCHOOL WELL ATTENDED

Summer school for elementary children was again conducted in two centers at Marshall, according to Superintendent A. H. Buckner. Enrollment jumped from 58 in 1949 to 110 this year. Children who need special help in one or more fundamentals are urged to attend but the schools are open to any child that desires to come.

In addition to course work the summer program includes supervised play and instrumental music.

The faculty of the Marshall public schools is enrolled 100% in the Missouri State Teachers Association and the National Education Association.

FULTON BUILDS

Fulton school district is constructing a six room elementary building and a three room addition, with basement, at the high school. Increased enrollments made it necessary for these new buildings.

Both the elementary and the high school addition are constructed of brick. Walter E. Evans, Superintendent of Schools, reports that they expect to be in both buildings by January.

A barracks owned by Westminster College has been remodeled and will be used for elementary classrooms by Fulton Public Schools until the new building is complete.

FIRST YEAR AT WARRENSBURG

The following are teachers new to the Warrensburg school system this year, according to Superintendent Fred B. House: Mrs. Lauretta Roberts, physical education; James O. Fettes, music and director of band; Ernest W. Kraner, industrial arts; Mary Lou Hader, junior-senior high school art; Dora Crane, supervising principal, elementary schools; Mrs. Jean Theiss, first grade; and Mrs. Mary K. Brookshier, fifth grade.

SPEECH CONFERENCE

The Mid-Century Conference of the Speech Association of America, which will be held at the Hotels Commodore and Roosevelt in New York City, December 27-30, 1950, will feature addresses by speakers representing the American Government, the United Nations, and many national and international organizations.

Well-known authorities and specialists from educational institutions in all parts of the country will take part in demonstrations and discussions that will be of particular interest to administrators, superintendents, principals, and teachers of many subjects at all educational levels.

Eight general sessions and more than a hundred sectional meetings covering all of the areas of the field of speech will feature prominent leaders in the field of education.

Sectional meetings of general interest to teachers and administrators will include speeches and discussions on the history of speech education; the philosophy of speech education; effective methods of teaching speech; the place of speech in public school education; methods and materials for speech testing; tests and measurements in speech education; certification and licensing in states and cities; and in-service training in speech for classroom teachers.

For further information about the Speech Association of America and the Mid-Century Speech Conference, write Professor Loren D. Reid, Executive Secretary, 111 Switzler Hall, University of Missouri, Columbia, Missouri.

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FIRST YEAR AT HANNIBAL

The following teachers are new to their positions in the Hannibal public schools: Alberta Lee Aisenstadt, vocal music, Kansas City; Je-neva H. Awbrey, girls' physical education, Kansas City; Harold M. Cochran, biology, Milan; Elmo F. Cooley, mathematics and general science, Kirksville; Wanda E. Davis, grade 2, New London; Theodore A. Fishback, industrial arts, Hannibal; Walter I. Hammock, industrial arts, Hannibal; Judith P. Krug, grade 5, Hannibal; Doris E. Lauber, director of cafeterias, Savannah; Thomas W. Miller, industrial arts, Kansas City; H. Chandler Monroe, speech and dramatics, St. Louis; Imogene A. Jones, grade 3, Jefferson City; Rebecca K. Roesler, grade 1, Hannibal; Mary P. Schultz, commerce, St. Charles; Yvonne M. Stamer, girls' physical education, Wright City; and Nancy Ann Washington, grade 4, Hannibal.

INCREASED ENROLLMENT

The U. S. Office of Education has revealed that by 1957 there will have been a 10-year increase of more than 10,000,000 pupils in public, parochial, and private elementary and secondary schools throughout the United States. If one teacher teaches 25 children, this would mean a national need of 400,000 more teachers in 1957 than we had in 1947.

It is estimated that 90,000 elementary school teachers will be needed this year, over and above the number now teaching. The supply will come in part from the 36,000 students with some college preparation for elementary school teaching. On the other hand, the college supply of persons prepared for secondary school teaching will be 85,000, to fill an estimated need for 25,000 high school teachers in 1950-51.

NEW ADMINISTRATIVE SERVICE

The School and College Administrative Service of the National Safety Council enables all school personnel constantly to keep up with the developments in safety education. It includes latest information on new publications, films and other teaching aids.

Full membership privileges, such as consultation with staff experts, use of Council's library facilities; participation in annual meetings and special School and College studies; privilege of purchasing National Safety Council material at member price; an opportunity to apply for National Safety Council Honor Roll Certificates are some of the things which constitute the Administrative Service.

For particulars write to Wayne P. Hughes, director, School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

DEATHS

KATE KOCH

Miss Kate Koch, principal of Northwest school, Marshall, was killed in an automobile accident July 7 near Norton, Kansas, while enroute to California. Her nephew and niece, with whom she was traveling, were also killed.

Miss Koch had served as a teacher in the schools at Warrensburg and Marshall for many years, having been principal of Northwest school in Marshall for 20 years.

J. N. FOLK

J. N. Folk died August 10 of gun wounds. He was a well known music instructor.

He was born January 24, 1890 near Union Star. In 1920 he moved to Stanberry and became director of the municipal band there. He directed his first band at the age of 19 at Amity, and taught music in many towns and communities.

PAUL J. CHAPPEL

Paul J. Chappel died at Research Hospital in Kansas City August 21. Mr. Chappel, for the past 14 years, had been a teacher in the North Kansas City high school. His present position was that of a teacher of science and guidance counselor. Before going to North Kansas City he was principal of the Fayette high-school.

A. J. STONE

Almeron James Stone, science teacher of the Milan high school for 27 years and retired for the past three years, died August 20, at the age of 92.

Mr. Stone was born before the civil war at Greentop and spent his youth on a farm. He attended the Humphreys, Missouri, college and received his Bachelor's degree from Teachers College at Cedar Falls, Iowa, then called a state normal school. He attended summer sessions of the Universities of Iowa, Kansas, Nebraska and Missouri.

Among his teaching positions have been those in the rural schools of an Iowa community, a principalship at Cincinnati, Iowa, and later in the Hyde Park and Benton schools in St. Joseph, Missouri. He was superintendent for ten years at Sumner before entering the science department of the Milan high school 27 years ago.

SMITH APPOINTED COUNTY SUPERINTENDENT

Mr. G. Bernard Smith has been named by Governor Forrest Smith as county superintendent of Howell county. He succeeds Mr. Clarence Renfro, who resigned to accept the high school principalship at West Plains.

Several educational positions have been held by Mr. Smith including three years of teaching in rural elementary school, three years as principal at Pottersville, four years as superintendent of Gerald high school, one year as principal at Birch Tree high school, and five years as superintendent at Peace Valley. Degrees from Omaha University, State College at Springfield, and the University of Missouri are held by Mr. Smith.

He will continue to live on his farm at Peace Valley.

Recent Opinions by the ATTORNEY GENERAL

REORGANIZATION

Procedure for second plan of reorganization would be the same as used for the first plan; subsequent proposed plans of reorganization may include previously organized enlarged school district.

ATTORNEY

School board may contract for services of attorney, with attorney fee to be paid on percentage basis.

RELIGIOUS EDUCATION

Teaching of Bible and religious education courses in Southwest Missouri State College is in violation of "establishment of religion" clause of the First Amendment to the Constitution of the United States.

SCHOOL BOARD MEMBERS

Dual capacity of county treasurer and treasurer of six-director school district is prohibited by public policy and violates the rule against holding incompatible offices.



IMPORTANT EVENTS

OCTOBER

- 5 Department of Secondary School Principals of MSTA Conference, Columbia, October 5-7, 1950.
- 9 Fifth National Conference of County and Rural Area Superintendents, Columbus, Ohio, October 9-11, 1950.
- 12 Northeast Missouri District Teachers Association Meeting, Kirksville, October 12-13, 1950.
- 12 Northwest Missouri District Teachers Association Meeting, Maryville, October 12-13, 1950.
- 12 Central Missouri District Teachers Association Meeting, Warrensburg, October 12-13, 1950.
- 17 Missouri Congress of Parents and Teachers Annual Convention, St. Louis, October 17-19, 1950.
- 18 Southwest Missouri District Teachers Association Meeting, Springfield, October 18-20, 1950.
- 19 South-Central Missouri District Teachers Association Meeting, Rolla, October 19-20, 1950.
- 19 Southeast Missouri District Teachers Association Meeting, Cape Girardeau, October 19-20, 1950.

NOVEMBER

- 3 South Central Regional Conference, NEA Department of Classroom Teachers, Joplin, Missouri, November 3-4, 1950.
- 5 American Education Week, November 5-11, 1950.
- 15 Missouri State Teachers Association Annual Convention, Kansas City, November 15-17, 1950.
- 23 National Council for the Social Studies Annual Meeting, Nicollet Hotel, Minneapolis, Minnesota, November 23-25, 1950.

DECEMBER

- 26 National Science Teachers Association Annual Meeting, Cleveland, Ohio, December 26-29, 1950.
- 27 National Council of Teachers of Mathematics Christmas Meeting, University of Florida, Gainesville, Florida, December 27-29, 1950.

JANUARY

- 15 Missouri Association of School Administrators Winter Conference, Columbia, Missouri, January 15-16, 1951.
- 29 Eighth Annual Temple University Reading Clinic Institute, Philadelphia, Pennsylvania, January 29-February 2, 1951.

FEBRUARY

- 10 National Association of Secondary School Principals Annual Convention, New York City, February 10-14, 1951.
- 17 American Association of School Administrators Convention, Atlantic City, February 17-22, 1951.

TEACHING AIDS

EFFECTS OF ATOMIC WEAPONS

A new booklet that contains hitherto unpublished details of atomic explosions is titled "The Effects of Atomic Weapons." It provides unclassified basic scientific and technical information of the phenomena and effects accompanying atomic warfare. The book is illustrated by nearly 150 line drawings and over 60 half-tone plates. Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price, \$1.25.

ETCHING

If you are looking for designs, ideas and know-how for etching glass, then get free the pamphlet "Etchall" containing 36 pages of these. Tells you how to personalize and decorate mirrors, water tumblers or any article of glass. Address: L. D. Johnston, 704 Broadway, Columbia, Missouri.

CHILDREN

"Helping Children Solve Their Problems," how to help children build courage and faith in themselves and to use their urge to know. 1950. 36 pages. Price, 75 cents. Association for Childhood Education International, 1200 Fifteenth St., N. W., Washington 5, D. C.

HOME-SCHOOL RELATIONS

"Partners in Education," a guide to the study of home-school relations and how they can contribute to better living for parents, teachers and children. 1950. 32 pages. Price, 75 cents. Association for Childhood Education International, 1200 Fifteenth St., N. W., Washington 5, D. C.

FREE MATERIALS

"Elementary Teachers Guide to Free Curriculum Materials" is a professional, cyclopedic service, on free learning aids. More than 44% of the titles, 735 of the 1,660 are new in this edition. All new titles are starred (*).

A new feature in this edition is the introduction of units for the lower, intermediate and upper grades, suggesting many practical uses of the materials in this Guide. Educators Progress Service, Randolph, Wisconsin. Price, \$4.50.

PORTO-LAB WITH MANUAL

The New-Compact-Portable Science Laboratory designed to make elementary science teaching effective in every classroom thru junior high. Supplements to Manual sent registered users. Porto-Lab Unit \$33.00—Extra Manuals \$2.00. Send order to: PORTO-SALES, Morrisville, Ill. Descriptive literature sent on request.

SLIDE FILMS FREE

"Educators Guide to Free Slide Films" lists 428 titles of slide films. Of these 283 are silent and 145 are sound. All told over 21,000 separate frames or pictures, or miniature posters, from 53 different sources are offered to you. Educators Progress Service, Randolph, Wisconsin, Price, \$3.00.

STANDARDS FOR OFFICE JOBS

A survey of vocational requirements for certain beginning jobs in offices is provided in the attractive booklet entitled "Vocational Requirements." This pamphlet should prove to be of considerable worth to teachers of commercial subjects in high schools. It may be obtained from National Office Management Association, 132 W. Cheltenham Avenue, Philadelphia 44, Pennsylvania. Price, 50 cents.

HEALTH

If you are looking for help in doing a better job of health education in your elementary school, then you will find it in the 29th yearbook "Health in the Elementary School" published by the Department of Elementary School Principals, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. The price is \$3.00 for this book containing 384 pages which deals with planning together, healthful living, health services, health instruction, health in education of the handicapped, the role of the principal and the classroom teacher, and accomplishments of the total health program.

FILMS ON DEMOCRACY

A selective bibliography of motion pictures on democracy has been prepared by the U. S. Office of Education to assist teachers, school administrators and community leaders in choosing and using visual aids in the teaching of democracy. Bulletin 1950, No. 102, Motion Pictures on Democracy, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 20 cents.

FREE FILMS

A complete up-to-date annotated schedule of free films is found in the "Tenth Annual Edition of Educators Guide to Free Films." This edition lists 1,927 titles of films, 485 of which were not listed in the previous edition. Educators Progress Service, Randolph, Wisconsin. Price, \$5.00.

OUR SYSTEM OF EDUCATION

The above is the title of a publication by the National Council of Chief State School Officers. It contains a statement of some desirable policies, programs and administrative relationships in education. The 32-page booklet may be obtained for 25 cents Postpaid from the National Council of Chief State School Officers, 1201 Sixteenth St., N. W., Washington 6, D. C.

THE BEST TEACHER

Dr. Paul Witty of Northwestern University as a judge in the annual "Best Teacher" contest for the past five years has arrived at 12 qualities a good teacher should have. These were arrived at after reading over 90,000 letters from children about their teachers.

Good Teachers Do These:

(1) A friendly attitude ("Miss X's class is just like one big happy family; I am not afraid of school any more"); (2) consideration for the individual ("She doesn't make a monkey out of you before everybody"); (3) patience ("She never gives up until you are able to do it"); (4) wide interests ("She brings in outside ideas and helps us to apply what we learn in our everyday lives"); (5) good manners ("There was something about her voice and her smile that made me feel good clear down to my stomach"); (6) fairness ("She gives you exactly what you deserve"); (7) sense of humor ("She puts some fun into each day so school does not seem so monotonous"); (8) good disposition ("I'm sure she must have a temper, as most people do, but I have never seen an example of it"); (9) interest in the individual ("She has helped me over a period of self-consciousness, and my improvement is due to her making me feel at ease"); (10) flexibility ("When she found she was wrong she said so, and tried something else"); (11) generosity ("Miss X acted as though she didn't know I was dumb and so I decided she'd never find out. That's the first good report card I ever got"); (12) skill ("Suddenly I could read out of my reader. She taught me and I didn't know it").

Dont's

"She doesn't yell, holler, scream, shout; get angry, mad, furious; fly off the handle; pound the desk; fuss; fly in a rage; bite your head off.
"She doesn't have pets.
"She never makes fun of any pupil before the class.
"She doesn't wear the same dress all the time.
"She doesn't use big words.
"She doesn't talk all the time."

MARKS AFFECTED BY VIDEO

Officials of the Roselle, New Jersey school recently announced that scholastic grades of high school students who watch television programs regularly have dropped over 15 per cent since the students took up the viewing habit.

The decline in marks applied to 310 pupils who either have sets in their own homes or see programs regularly on receivers in neighbors' homes. The school's total enrollment is 900 students, of whom two-thirds said they did not see video programs regularly.

In an effort to pinpoint the relationship between school marks and television viewing Mr. Burnett Z. Cooper said, "The Roselle school took two groups of twenty-five pupils with approximately the same I.Q.'s." One group had television sets, the other did not.

"The pupils who had no television sets in their homes averaged 19 per cent better in grades than the group that had television sets," the Roselle report said.

"A careful analysis was made of those students who watched television for more than twenty-five hours per week. In 78 per cent of the cases their marks were poorer than before the advent of television.

"The effect of television on those who spent ten hours a week or less was much less. Only 14 per cent had lower grades than before they started to watch television.

"According to the Roselle survey video apparently has a greater effect on the young children than on older students.

"Television was found to have affected adversely the grades of approximately four times as many students in the 7th and 8th grades as it did those in the 11th and 12th grades, the report said.

"Children in the 7th and 8th grades at the Roselle school average 12 and 13 years, and those in the 11th and 12th, 16 and 18 years.

"A few pupils have invented techniques for simultaneously doing homework and watching television," the report noted.

"They do it during advertisements or what they think to be the dull part of the program. They do the subject that is not very hard, or the easy problems. They admit it is not easy. One pupil went so far as to say it 'strengthens my powers of concentration.'

The average amount of time devoted to television, according to the answers given by the Roselle students, varies from thirty-one hours a week for those in the 7th grade to nineteen hours for those in the 12th grade.

"Boys spend more time watching television than girls," the report noted. Similarly, the marks of the boys have fallen more than those of the girls."



"I don't wanna be Little Eva!"



DAILY DRILLS FOR BETTER ENGLISH

By Edward Harlan Webster and Kenneth Stratton. World Book Company, Yonkers 5, New York, 1950, x plus 454 pages. Price, \$1.84.

This is a student's handbook, a self-help text designed to make correct usage, particularly oral usage, second nature for the high school student or college freshman.

YOU AND YOUR COMMUNITY

Revised by L. J. O'Rourke, D. C. Heath and Company, Boston, 1950. 692 pp. Constitution and Index. Price, \$3.00.

This civics text shows pupils how to solve actual community problems, points the way to good citizenship, increases pupils' ability to get along with other people and to succeed in their future occupations, and applies the civics learned in the class to real community situations.

SELF-HELP GENERAL MATHEMATICS WORKBOOK

By G. E. Hawkins and L. S. Walker Scott, Foresman and Company. 80 pages, Price, 72 cents, list.

Offers a continuous maintenance, diagnostic, and remedial program to supplement any standard text in general mathematics. The 30 standardized drills are cumulative in nature, affording mixed drill on topics as students progress through the year's work.

THE SIMPLIFIED MISSOURI CONSTITUTION

Webster Publishing Co., St. Louis. 1950, 72 pp. Price, 57 cents.

This is an attempt to explain the Missouri Constitution in every-day language, understandable by those who are required to study this course in school. A quiz section is provided.

DEVOTIONAL READINGS FOR USE IN SCHOOLS

Copyright by C. D. Pantle. The Bethany Press, St. Louis, Missouri. 1949, 207 pp. Price, \$2.50

This is a collection of readings and hymns that have been collected for use in schools which have a devotional period. The selections have been chosen from religious literature of many times and peoples, though chiefly from the Bible. No interpretation of the literature is attempted.

The material in this book will probably be most suitable for the fifth or sixth grade.

NEIGHBORHOOD STORIES

By Atwood-Thomas. Ginn and Company, Boston. 230 pp. Price, \$1.60.

This book presents geography from a global point of view and emphasizes the importance and the interdependence of nations in the modern world. Particular attention is given to our hemisphere neighbors, to the leading nations of the Eastern Hemisphere, and to other lands of increased importance in today's world. Stressed are the significance of global location, the importance of aviation in bringing nations close together, the economic and political aspects of world commerce.

GUIDANCE

The monograph "Guidance Procedures in High School" has been written as an aid to teachers, counselors, and administrators who wish to provide the most complete program of student services possible with the resources at hand. The authors, Professors Wrenn and Dugan, have brought together results of research of effective practices in guidance that are particularly pertinent to the small, medium size, non-metropolitan high schools. Write for the Modern School Practices Series No. 1, College of Education, University of Minnesota, Minneapolis, Minnesota.

LEADING AMERICAN STATESMEN TO 1865

By John P. Dix, Kansas City. McKinley Publishing Company, Philadelphia, Pennsylvania. 64 pp. Price, 75 cents postpaid.

Supplementary biographical sketches of 23 American statesmen which fit into the units' studies. This booklet may be used to introduce, to develop, or to clinch and summarize historical developments and the influence of great Americans. Each sketch can be read and discussed in full or in part, in connection with the particular unit being studied at the time when it is being taught.

A plea for good citizenship is made indirectly through this unique treatment of great American leaders from the Colonial period to the beginning of Reconstruction.

Stage a Parade

How about arranging for a gala parade down Main Street in your town of school children and leaders of organizations that have endorsed Amendment No. 1?

Bring out the band, the floats and the banners and make use of them in identifying Amendment No. 1 with good schools.

KOREA AND U. N.

For a "Fact Sheet on Korea" itemizing the steps that caused the United Nations to declare the military conflict in Korea an act of aggression write to American Association for the United Nations, Inc., 45 East 65th St., New York 21, N. Y.

One should be motivated to teach about the U. N. by reading these quotes from Trygve Lie's fifth annual report:

"The judgment of the San Francisco Conference was that the best hope of preventing a third world war from occurring sooner or later lay in the creation, maintenance and development of a universal, world-wide organization within which could be peacefully contained all the different ideologies and conflicting aims of all the nations of the world.

"This approach did not rule out bilateral and multilateral arrangements based on common interests. . . . Nor did it rule out the idea of peaceful competition between different systems and different cultures—competition by achievement, by example, by attraction, and by any other lawful means not involving the use of armed force.

" . . . The United Nations conception does, however, give primacy to the maintenance and

development of the one organization in which all nations can share—the United Nations. . . .

"This order of priorities . . . is clearly reflected in the Charter itself, in Article 103, which says:

"In the event of a conflict between the obligations of the Members of the United Nations under the present Charter and their obligations under any other international agreement, their obligations under the present Charter shall prevail."

"I believe that the United Nations approach to the problem of peace is as right and necessary today as it was in 1945. . . ."

ADULT EDUCATION

"Education For a Long and Useful Life" is a new pamphlet written to show the meaning of the trend to public education toward an aging population. The publication was written by Dr. Homer Kempfer, former Missourian and now specialist for General Adult and Post-High-School Education, U. S. Office of Education, Washington, D. C. The bulletin is No. 6, and may be secured from Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price, 20 cents.

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Advertisers buy space in School and Community because they have products or services they believe will be of special value to you as a teacher. You may secure the catalogs or other material offered by writing the advertisers direct or by using the convenient coupon below.

19b Bibliography of Railway Literature—a 48-page, illustrated booklet containing brief descriptions of 283 books, booklets, and periodicals on railway transportation. Titles, authors, publishers, prices, and other data given. Copies for Classroom distribution. (Association of American Railroads).

20b 1950-51 44-page catalog describing nearly 400 films closely integrated with the school curriculum. The new catalog also lists all EBFilms in a special section showing the subject areas in which they may be used. (Encyclopedia Britannica Films).

21b How to Select a publisher—for people who write books—or plan to write one. Whether it be textbooks, academic works, fiction, poetry, juveniles . . . any kind of work that merits publication. If you ever plan to write a book, this brochure may save you time and trouble. (Exposition Press).

23b Booklet—"How can the musically untrained elementary teacher bring worthwhile musical experiences into her classroom?" In three articles, the question is answered by an authority in the psychology of music; by a

supervisor of music appreciation; and by a director of instrumental music. (Silver Burdett Company).

24b How to Increase Reading Skill—For teachers of reading—new booklets for grades 4, 5, 6, and 7, plus a kit of corrective materials for each grade. Will help get your remedial reading program under way. Indicate grade desired. (Webster Publishing Company).

27b Contribution of Motor Vehicles to Industry, Farm and Home. Teacher's kit includes a manual, 6 charts, student leaflets and bulletin explaining how our U.S.A. economy benefits people of all incomes. Available to high school teachers. (Bureau of Educational Service).

29b "Etchall," a 36-page booklet containing designs, ideas and know-how for etching glass. (L. D. Johnston).

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EDITORIAL PAGE

WHAT WILL YOUR SCORE BE?

If every member of the profession is as fired with enthusiasm for Amendment No. 1 as many are that we have visited with it will surely be accepted by the voters on November 7.

Truly, its acceptance or rejection will for the most part be a measure of the individual efforts of the teachers and administrators of this state. Your informing of those with whom you have day by day contact of the need for the measure is necessary.

One can only be encouraged at the prospect for the passage of the Amendment when we survey our support. Thirty-one state-wide organizations have stamped their approval on the proposal. In addition hundreds of local groups and boards of education have endorsed it. Strong support has been evidenced by both metropolitan and rural newspapers.

But, Amendment No. 1 can have all of this backing and still be defeated at the polls for lack of information by the voters. Make every minute of your work for the Amendment count. Spend your time where it will bring the greatest return. Those patrons of your district who back your local tax levies are your best known source of support for Amendment 1. Explain the Amendment to them. Fathers and mothers of children now in school and those who will soon have children enrolled are most vitally interested.

Sometimes one is inclined to worry about the poor showing that the other person may make in the campaign and thus neglect his own backyard and school district. Provided each will take care of his own community the sum total will mean success in the state as a whole. The votes for Amendment 1 in your district are as important as those anywhere else. First, be sure of them.

The tally on November 7 will measure your effectiveness. Your school district and your county will be compared with others when the votes are in. Let's see that a big majority of "for" votes are recorded in every precinct.

It doesn't pay to be second best in an election.